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ABSTRACT

Developed by the Santa Rosa County School District (Florida), this guide is intended to provide theoretical, cognitive, and affective training for the teachers of the gifted. The guide offers supplemental activities for the gifted student in a regular education English III, English IV, world history, and American history classroom. These activities are presented in a format to show their relationship to the state of Florida's Department of Education Intended Outcomes and regular education activities. Also included are lists of supplemental readings for each course. (ARH)

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FLORIDA CHALLENGE GRANT PROGRAM

FOR THE GIFTED

FD294248

GLASS
Gifted Language Arts and
Social Studies
Santa Rosa County School District

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DEPARTMENT OF
EDUCATION
STATE OF FLORIDA 1986



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GLASS

Gifted Language Arts and Social Studies

Santa Rosa County School District

Florida Challenge Grant Program
for the Gifted

State of Florida
Department of Education

1985

This publication was developed by Santa Rosa County School District and edited for publication by Escambia County Schools through the Challenge Grant Program for the Gifted, funded by the State of Florida, Department of Education, Division of Public Schools, Bureau of Education for Exceptional Students, as authorized by 236.1255, Florida Statutes.

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1986

PREFACE

In 1981, the Florida Legislature enacted legislation to authorize the Challenge Grant Program for the Gifted, 236.1225, Florida Statutes, designed to promote and encourage challenging educational programs for gifted students.

Proposals submitted by Florida school districts were awarded funds on the basis of each grant's appropriateness of purpose and intended outcomes; evidence of satisfaction of the needs of gifted students; reasonableness of the approach; quality of the implementation plan; cost effectiveness; presence of a provision for accelerated instruction in conjunction with institutions of higher education; presence of a plan for the integration of the project into on-going programs within the sponsoring district; and evidence that the program could be adapted for use in other school districts.

As a component of each grant proposal, districts agreed to develop products for distribution. Some districts produced process or procedural guides which record the grant's implementation plan. Pursuant to some proposals, districts created curriculum guides for classroom use. Other districts produced reports which summarize the results of research undertaken in areas of particular interest.

These products, emanating from Challenge Grants funded between 1983 and 1985, have been reproduced through the Escambia County Challenge Grant Program for the Gifted to assist others in meeting the unique educational needs of gifted students.

GLASS
Gifted Language Arts
and Social Studies

DEVELOPER: Santa Rosa County School District

TYPE OF PRODUCT: Curriculum Guide

TARGET AUDIENCE: High School

OBJECTIVES:

1. To provide theoretical cognitive and affective training for the teachers of the gifted or those who serve gifted students in the regular education classroom through inservice workshops featuring appropriate State of Florida and university personnel;
2. To evaluate existing secondary language arts curricula and to develop parallel activities appropriate to the needs of the gifted student in the regular education program;
3. To develop a series of parallel activities appropriate to the needs of the gifted student in the regular education social studies program; and
4. To collaborate with university faculty and staff members in assembling appropriate supplemental audio-visual or bibliographic materials for both courses.

MATERIALS/RESOURCES NEEDED:

The activities developed in GLASS require supplies and services found in the following locations:

language arts classrooms	media centers
social studies classrooms	local museums
historical sites	local community

SYNOPSIS:

The Santa Rosa County product offers multiple appropriate, supplemental activities for the gifted student in a regular education English III, English IV, world history, or American History classroom. These activities are presented in a format to show their relationship to the State of Florida's Department of Education (DOE) Intended Outcomes and regular education activities.

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FLORIDA: A STATE OF EDUCATIONAL DISTINCTION. "On a statewide average, educational achievement in the State of Florida will equal that of the upper quartile of states within five years, as indicated by commonly accepted criteria of attainment."

State of Florida
Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
An equal opportunity employer/affirmative
action employer

The Gifted Are Like Glass -
Sometimes as Fragile as Crystal
Sometimes as Transparent as a Window Pane
Sometimes as Opaque as Milkglass -
But, Whatever They Are.....
They Are Our Tomorrow; So, Please

HANDLE WITH CARE

Special appreciation is expressed to the regular education teachers of Santa Rosa County School District who shared their thoughts and teaching strategies to develop this curriculum for gifted students.

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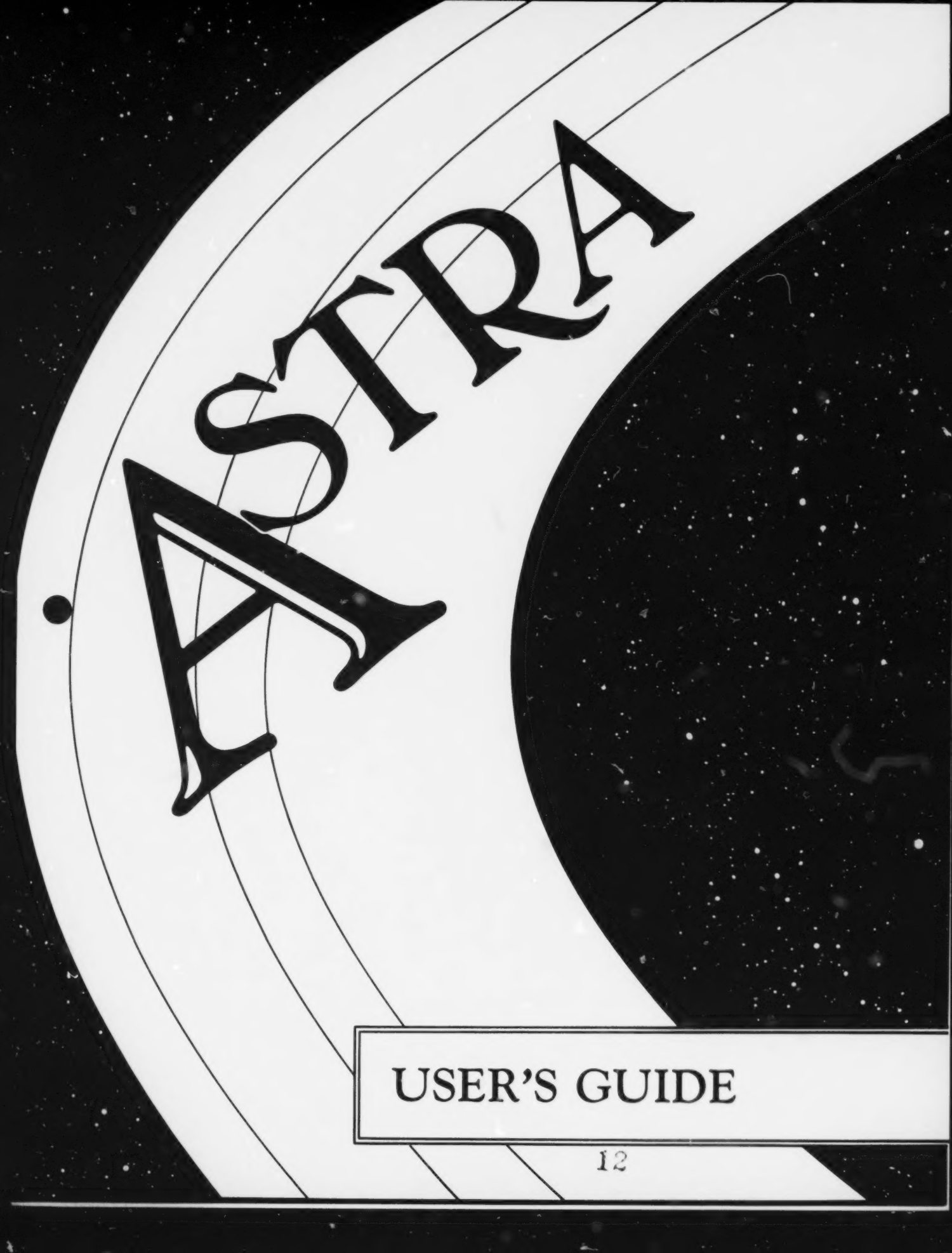
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The background of the cover features a stylized astronomical theme. On the left, a white circular arc with concentric lines, resembling a celestial sphere or a telescope's field of view, curves across the frame. To the right, a large, dark, textured circular shape, possibly representing a planet or a celestial body, is partially visible. The overall color scheme is black and white, with a speckled texture suggesting a starry sky.

ASTRA

USER'S GUIDE

USER'S GUIDE

Santa Rosa County School District created GLASS (Gifted Language Arts and Social Studies) to provide differentiated activities for gifted students in its secondary regular education program. Working from the State of Florida's Intended Outcomes, each of the four courses has a regular activity followed by several parallel activities designed for the gifted student. The teacher and student decide upon the activity(ies) to be completed, emphasizing that some, none, or all may be used as it is deemed appropriate by the teacher and student. The use of the masculine pronoun throughout this document is not intended to be gender specific.

Objectives

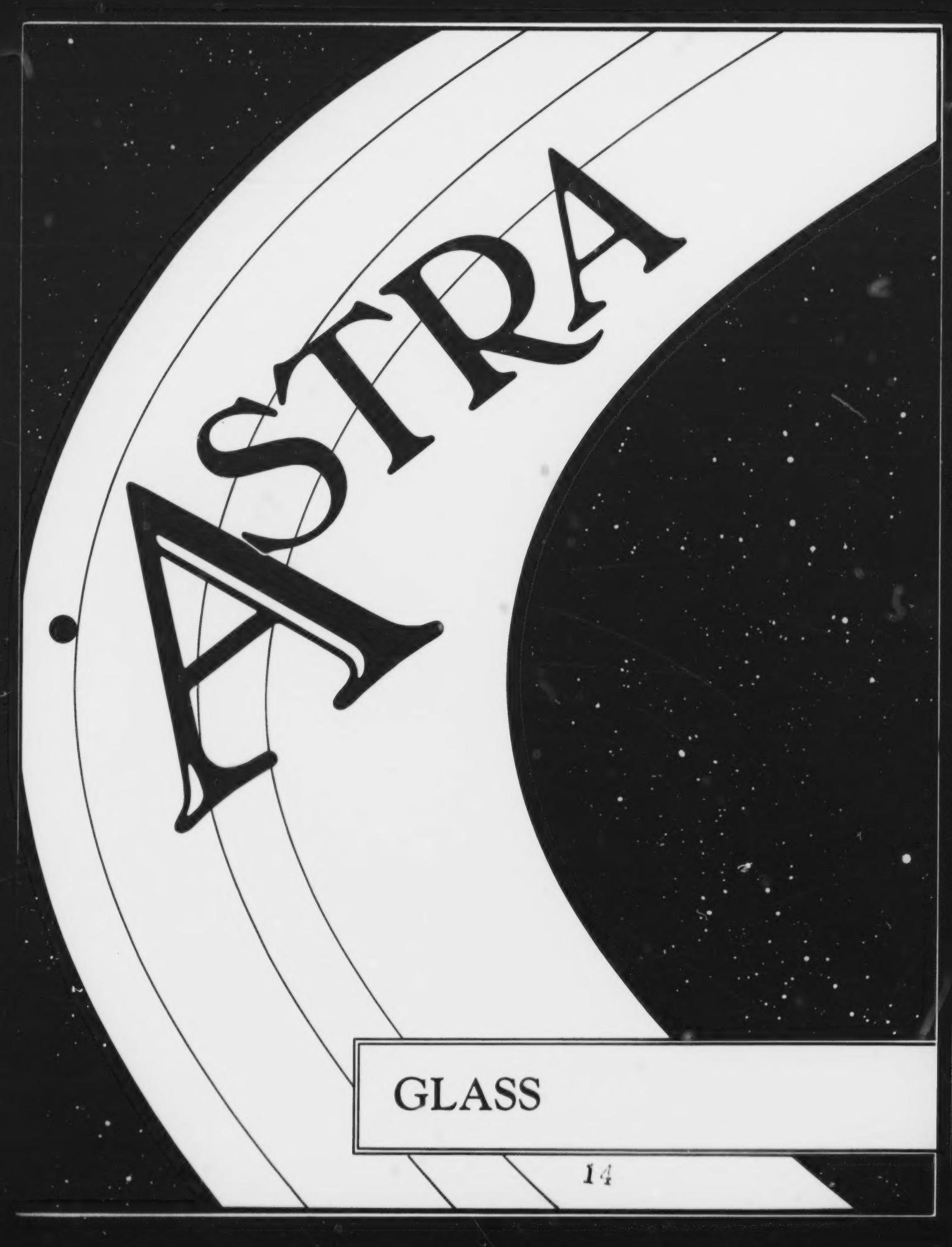
The Santa Rosa County School District developed the following objectives for GLASS:

1. To provide theoretical, cognitive, and affective training for teachers of the gifted or those who serve gifted students in the regular education classroom through inservice workshops, featuring appropriate State of Florida and university personnel;
2. To evaluate existing secondary language arts curricula and to develop parallel activities appropriate to the needs of the gifted student in the regular education program;
3. To develop a series of parallel activities appropriate to the needs of the gifted student in the regular education social studies program; and
4. To collaborate with university faculty and staff members in assembling appropriate supplemental audio-visual, or bibliographic materials for both courses.

Materials

The activities developed in GLASS require supplies and services commonly found in the following locations:

language arts classrooms	media centers
social studies classrooms	local museums
historical sites	local community



ASTRA

GLASS

GLASS

Although a secondary gifted student spends seven periods a day in classroom instruction, a very small portion of this time is spent with a certified teacher of the gifted. The teacher who spends most of the day with the gifted student may or may not understand the unique needs and behavioral characteristics which make that student gifted. Therefore, that student might not be realizing his/her potential within the regular education program.

Through a needs assessment, Santa Rosa County School District determined that the regular education teachers needed further opportunities to develop an understanding of the characteristics and the uniqueness of the gifted student. Through such education, the challenge of the gifted student in the regular classroom could be met more effectively. Santa Rosa County educators, through GLASS, created an eleventh and twelfth grade English program, using as a model the Escambia County School District's Challenge Grant Language Arts for the Secondary Gifted, which featured a ninth and tenth grade curriculum. County teachers extended their project to include two areas of social studies, American Government and World History.

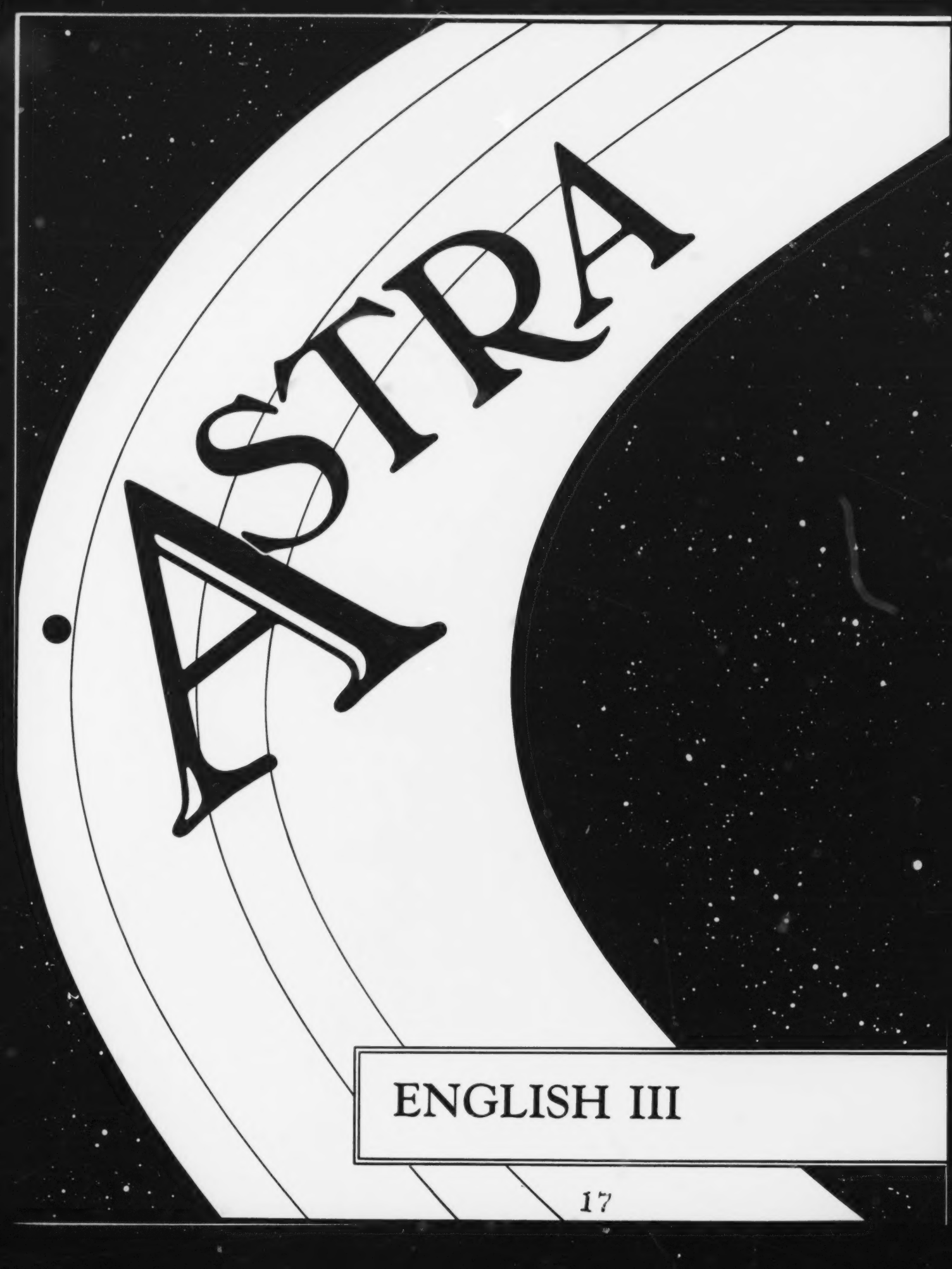
Teachers in these four areas were invited to attend workshops to share information on the needs and characteristics of the gifted student. In the workshops, teachers of the gifted shared some of their thoughts and teaching techniques. The teachers had the opportunity to hear experts in the field of gifted education, such as Dr. Dorothy Sisk, U.S.F.; Marilyn Dow, Consultant from the State of Washington; and Deborah Bellflower, Program Specialist for the Gifted from the State of Florida.

Workshops were held in each high school with its entire language arts and social studies faculty to explain the goals of the project and share pertinent information. Regular education teachers were sent throughout the state to observe various methods of instruction to gifted students. The teachers came back with a heightened awareness of the needs and the wide variety of methods counties are using to meet those needs. The teachers visited Duval County and gained information on their mentor program. In Pinellas County, teachers had an opportunity to tour and observe that district's two specialized schools - Gibbs Senior High School, which offers appropriate programs for talented students in the performing arts, and St. Petersburg Senior High School, which serves the county's academically superior students.

teachers became aware of the use of a cooperative agreement between the county and the Gulf Coast Community College, and the integration of the Advanced Placement courses into the gifted programs when they visited Bay County.

After gathering all this information, the teachers began working with the Department of Education's Intended Outcomes for the regular education courses. Activities were designed by regular teachers while the teachers of the gifted developed a parallel activity that would challenge the gifted student to use his/her unique skills. These activities were developed in such a manner that a gifted student would not be expected to do all of the activities but that the appropriate activities could be selected from among many as the student demonstrated a need for a more challenging assignment.

The curriculum's proposed benefit was to provide activities which were appropriately challenging for the student, emphasizing the concept of differentiation, not more of the same.

The background of the page is a composite of two astronomical images. On the left, a portion of a celestial globe is visible, showing concentric white circles representing celestial equators and meridians against a black background. On the right, a large, dark, circular area represents a starry sky, filled with numerous small white stars of varying brightness. The word "ASTRA" is written in a large, black, serif font, curving along the top of the celestial globe.

ASTRA

ENGLISH III

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

1. Use selected grade-level and content-area vocabulary.

The student will	Regular Activities	Parallel Activities
1.01 determine the meanings of word parts and context clues.	1. Use Krell's SAT Preparation Series, Verbal 1 and 2 and Computer Preparation B, Verbal Item Banks on TRS-80 computers to gain mastery of analogies, sentence completions, context clues, and antonyms.	1. Keep a reading journal, listing words, definitions, and the sentences in which the word originally appeared, as well as a new sentence written by the student for the word.
1.02 identify correct contextual meanings of words which have multiple meanings.		2. Design original word analogies, invent stories, plays, and news articles which employ assigned vocabulary words.
1.03 identify literary terms.		3. Create original crossword puzzles and other word games using appropriate vocabulary.
1.04 identify semantic properties of words (abstract/concrete; denotative/connotative).	2. Develop a list of names derived from ancient mythology which have been used in modern logos or products. Using word etymologies, appropriate mythological readings, and imagination draw a correlation between the ancient myth and the use of the word in the logo or product (i.e., Addidas, Mercury, Phoenix, etc.).	4. Choose reference materials to analyze word origins and create dialogues which use the word set in earlier periods of time.
1.05 use reference sources to find information about words (including word histories).		5. Compile a class dictionary in which each student
1.06 demonstrate a knowledge of vocabulary words as given on specified word lists.	3. Define, write etymology and sentences for indicated	

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

1. Use selected grade-level and content-area vocabulary.

The student will	Regular Activities	Parallel Activities
	spelling words after a review of standard spelling rules found in <u>Warriner's Grammar and Composition, Fifth Course.</u>	contributes words, pronunciations, definitions, and sentences showing their usage.
4. Identify the following literary terms by using a literature book or dictionary:	a. stream of consciousness, b. parable, c. allegory, d. satire, e. sonnet, f. local color, g. incongruity.	6. Make a list of words that express feelings or emotions. Using a thesaurus and dictionary, find synonyms and a definition for these words; then use them appropriately in sentences. 7. In small group discussions, using a list of literary terms, relate the meaning and application of each to the literature covered (i.e., short stories, poems, novels, plays, etc.). 8. Read and study the changes from Old English to Modern English and write a personal letter to someone in class, using Old English.

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

1. Use selected grade-level and content-area vocabulary.

The student will	Regular Activities	Parallel Activities
		9. Create a timeline showing the history of the development of the English language.
		10. In groups of four, study word lists, Greek and Latin roots, prefixes, words with multiple meanings, etc.
		11. Participate in a Quiz Bowl for team and individual points.
		12. Given a list of words, classify each one under the four headings: abstract, concrete, denotative, connotative; and justify the placement of each word.
		13. Design a game to teach vocabulary.
		14. Discuss the differences between fact and opinion; then classify statements as fact or opinion.

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

2. Demonstrate knowledge of grammar, spelling, usage, and mechanics.

The student will	Regular Activities	Parallel Activities
2.01 use a variety of complete sentences in writing.	1. Keep a confidential journal to be seen only by the teacher which contains informal writings made during specified times given in class, and which will be graded once every six weeks for mechanical errors.	1. Keep a private journal that is ungraded but checked weekly as a self-direction, self-concept assignment. Opportunity for private teacher-student conference and small group discussion of journal entries will be made available. Emphasis will be placed upon the free flow of ideas and honest recording of thoughts or feelings.
2.02 collaborate with others in making editorial decisions.		
2.03 apply fundamental rules of punctuation in writing assignments.		
2.04 apply fundamental rules of capitalization in writing assignments.	2. Write a paragraph describing a trip taken. Include sentences that declare, ask, exclaim, and request. Include simple, compound, complex, and compound-complex sentences. Check each paragraph for sentence fragments and run-on sentences.	
2.05 apply rules for subject/verb and pronoun/antecedent agreement.		
2.06 apply rules for appropriate use of singular and plural forms of nouns.		2. Using an idea from a journal entry, write an outline and develop a synopsis of a short story about someone like himself who has to deal with a similar problem. Identify setting, theme, character, plot, conflict, climax, and conclusion.
2.07 apply rules for appropriate use of regular and irregular forms of verbs.	3. In small groups of not more than four people, write an editorial for the school paper based upon a topic chosen by the group or assigned to the group.	
2.08 apply rules for forming contractions and abbreviations.		

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

2. Demonstrate knowledge of grammar, spelling, usage, and mechanics.

The student will	Regular Activities	Parallel Activities
2.09 apply rules for forming comparative and superlative forms of adjectives and adverbs.	Discuss the purpose for the editorial, evaluate its effectiveness, and rewrite the editorial, if necessary.	3. In small groups of not more than four people, write an editorial for the school paper based upon a topic chosen by the group or assigned to the group. Discuss the purpose for the editorial, evaluate its effectiveness, and rewrite the editorial if necessary.
2.10 edit and revise written compositions to correct errors in sentence structure, usage, capitalization, punctuation, and spelling.	4. Write a paragraph on the subject of "Personality Traits I Most Admire in Others." Follow all rules of capitalization as noted in the grammar book.	
2.11 utilize available resources in finding information about specific usage of words and phrases.	5. Write a multi-paragraph paper on a favorite television program. Exchange papers with a classmate and check the paper for the following kinds of errors: a. sentence structure, b. capitalization, c. spelling. Correct errors. Use his grammar book, if necessary.	4. Divide into teams for review of a chosen word list. 5. Conduct a Quiz Bowl on spelling rules and words for individual and team points. 6. In small groups, using a dictionary and a thesauras, compile a list of synonyms for trite adjectives and verbs such as beautiful, interesting, walk, talk, etc. Use the words in sentences and

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

2. Demonstrate knowledge of grammar, spelling, usage, and mechanics.

The student will	Regular Activities	Parallel Activities
	6. Write at least a two-paragraph paper on "What I Would Like to Change About Myself." After reflection upon his characteristics or personality, list those unique characteristics he would like to change; then put those thoughts into sentences. Arrange the sentences into a logically-ordered paragraph. Exchange papers with peers to proofread for grammatical and mechanical errors. Rewrite his paper correcting those problems identified by his peer.	share information with others through visual-aids and discussion. 7. Write a straight news story and an editorial concerning an issue of importance to the school. 8. Send a letter to the editor of a local or school newspaper for publication. 9. Conduct an open forum discussion of a topic. Invite administrators or local authorities to speak on the topic. 10. Study a work of philosophy and write five sentences that contain universal truths. 11. Choose one of the universal truths and develop an essay

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

2. Demonstrate knowledge of grammar, spelling, usage, and mechanics.

The student will	Regular Activities	Parallel Activities
		to justify the belief.
		12. Write an essay or prepare a speech on a personal philosophy of life which will be evaluated based on criteria developed by a group. Edit and revise the composition for peer committee evaluation based on the student-developed criteria.
		13. In small groups, using examples of essays and speeches containing errors in grammar, spelling, usage, and mechanics, identify and correct mistakes in the writings.

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

2. Demonstrate knowledge of grammar, spelling, usage, and mechanics.
-

The student will	Regular Activities	Parallel Activities
		14. Present the original and corrected compositions on an overhead projector and explain to the class the evaluation process.
		15. Examine newspaper articles and editorials for facts, opinions, and emotional or slanted language.
		16. Identify a problem in the school or community and research it for facts, or interview people for opinions.

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

3. Write for a variety of purposes using all stages of the writing process (prewriting, drafting, revising).

The student will	Regular Activities	Parallel Activities
3.01 organize and synthesize information into a composition of more than one paragraph.	1. List at least three basic beliefs of the Puritans. Write a paper developing each belief in a separate paragraph. Include a brief introduction and a concluding statement in the final paper.	1. Experiment in writing a variety of fiction and non-fiction works.
3.02 use a variety of writing modes: narration, description, persuasion, and exposition.		2. Conduct writers' workshops or critique sessions.
3.03 produce a creative piece of writing (short story, poem, play, character sketch, monologue).	2. Write a multi-paragraph paper to persuade the Florida State Legislature to change the seven period day to six periods and to lower the number of required courses for graduation from 22 to 18.	3. Make plans to attend the Sun-coast Writers' Convention in St. Petersburg in January and prepare a manuscript for evaluation by a professional writer.
3.04 write an outline for an investigation which uses the scientific method.		4. Conduct his own writers' convention.
3.05 write a paper synthesizing ideas drawn from several sources.	3. Write an expository essay of about 300 words in length analyzing the techniques of three authors studied in the text. Define and provide examples of each author's	
3.06 write accurate, complete, organized, and reflective answers to essay questions.		
3.07 write a summary of information read or presented.		

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

3. Write for a variety of purposes using all stages of the writing process (prewriting, drafting, revising).

The student will	Regular Activities	Parallel Activities
	work. Explain how these techniques help the readers understand the meaning, theme, or characterization of the work.	
	4. Write a character sketch of Emily in <u>Our Town</u> , and then write a character sketch of Emily as she might be played in modern times.	
	5. Write a poem about the American Dream using the a-b-a-b rhyme scheme.	
	6. Write an essay concerning a specific theme in American literature. Use three or more American authors' works to support or explain this theme. Use the Table of Contents of the text to make a selection. Keep the papers	

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

3. Write for a variety of purposes using all stages of the writing process (prewriting, drafting, revising).

The student will	Regular Activities	Parallel Activities
	between 300-350 words in length.	
	7. Write an accurate and well-organized essay to answer the following question: Is "Self-Reliance" a formal or an informal essay? In answering the question, consider the structure of the sentences.	
	8. Select an aphorism from "Self-Reliance" and discuss the truth of that statement. Use examples from his life and from observations of the lives of others to support the ideas.	
	9. Read Lincoln's "Gettysburg Address" to the class orally. After a brief class discussion, write a summary of the speech including the five basics of	

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

3. Write for a variety of purposes using all stages of the writing process (prewriting, drafting, revising).
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The student will	Regular Activities	Parallel Activities
	journalistic writing: who, when, where, what, and why.	
	10. For a research topic, select one issue unique to Santa Rosa County. Some examples may be native fauna or flora; history of an institution such as Milton High School, or PJC; a supermarket with a long history; agribusiness, or the oil industry; a pioneer family; history of a building, such as the Exchange Hotel or the courthouse; county folklore, or legends; etc.	
	11. Conduct primary research on the topic chosen in #10. By interviewing local residents. Research newspaper accounts,	

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

3. Write for a variety of purposes using all stages of the writing process (prewriting, drafting, revising).
-

The student will	Regular Activities	Parallel Activities
	pamphlets, histories, or records to use as secondary sources. Document all material according to a format approved by the English Department. Present the topic in a speech to the class. Invite and introduce outside speakers. Use visuals during the presentation.	
	12. After studying a brief history of the Julian and Gregorian calendars, write an essay giving information about the origin, adoption by the American colonies, and history of the calendar in the U.S.	

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

4. Use the research process to produce a brief, documented paper.

The student will	Regular Activities	Parallel Activities
4.01 select and limit a subject.	1. From a given list of subjects, select one topic of interest and narrow the general topic into one particular phase. Limit the selected phase to an adequate length for the proposed paper. Choose a subject of importance, worth, and interest to be developed into a research paper. Limit the subject to a size suitable for the length of the assigned paper. Consider the audience and evaluate the topic's ability to capture the audience's attention. Discuss the topic with the teacher for final approval.	1. To determine present level of functioning with regard to research skills, participate in a brief oral or written survey of basic skills.
4.02 identify appropriate reference sources.		2. Study sample research papers and discuss their formats.
4.03 prepare a preliminary outline or plan.		3. In small groups, develop checklists of procedures to follow; and, as a large group, edit and revise the lists.
4.04 take notes from selected readings.		4. Select several topics of interest. The paper may also be used as a science project with the teacher's permission.
4.05 write a final draft of a brief, documented paper.		

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

4. Use the research process to produce a brief, documented paper.

The student will	Regular Activities	Parallel Activities
	2. Consult the library card catalog and the <u>Reader's Guide to Periodical Literature</u> to select books or magazines appropriate to the topic. Identify at least five sources that will be useful with the topic chosen for his research paper. List the following information for bibliographical entries: a. author, b. title, c. city of publication, d. publisher, e. date. Use index cards for collecting these data. 3. Consider sources such as reserve books, newspapers, current magazines, bound volumes of older magazine issues, vertical files, pamphlets, and other non-fiction sources.	5. Visit school, community, and university libraries to compile a resource list. Distinguish between the use of both primary and secondary sources of information. 6. Choose a topic that requires an investigation using the scientific method. 7. Working in cooperation with science and English teachers, write an outline for an investigation. 8. Make a calendar and schedule completion dates for various segments of the paper. 9. Make appropriate notecards and bibliography cards using at least eight sources. 10. Prepare a rough draft for peer committee evaluation.

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

4. Use the research process to produce a brief, documented paper.
-

The student will	Regular Activities	Parallel Activities
	4. Prepare a preliminary outline for the rough draft of the paper.	11. Present a final draft to the teacher for evaluation.
	5. Using the five sources selected for the topic, use index cards to collect information for the paper. Be sure to include the title of the book and the page number(s). These cards will be used to document the body of the paper later.	
	6. After carefully proof reading and editing the rough draft, write a final copy of the paper. Include a title page, outline, body, endnotes, and bibliography.	

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

5. Analyze representative selections from various genres found in American Literature.

The student will	Regular Activities	Parallel Activities
5.01 identify characteristics of various literary genres.	1. Based on assigned readings, choose a novel and compare the characteristics of the novel and the characteristics of the author and genre of fiction. Present to the class an overview of the plot, theme, and other characteristics of the particular novel; also explain the figures of speech and imagery included.	1. Select novels from a reading list and keep a journal of personal reactions, vocabulary words, and reading schedule.
5.02 explain the literal meanings of figurative language encountered in literary selections.		2. In groups of three or four, design and conduct bibliography sessions based on questions from the Taylor Model:
5.03 identify main ideas and themes in literary selections.		a. academic,
5.04 analyze the distinctive features and themes of American Literature.	2. Listed below are several literary genres:	b. communication,
5.05 relate major literary works and authors to their times.	a. biography, autobiography,	c. planning,
5.06 explain the effect of dialect in a given literary selection.	b. drama,	d. predicting,
	c. essay, letters, speeches,	e. creating,
	d. poetry,	f. decision making.
	e. short stories,	3. Choose an activity to extend into an independent project.
5.07 compare and contrast ideas, imagery, or use of language found in two given selections with	f. novel.	4. Develop a "Things To Do" box.
	Look each one up in the dictionary and give a complete definition	5. Study current fiction and non-fiction works in magazines. Use examples to study

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

5. Analyze representative selections from various genres found in American Literature.

The student will	Regular Activities	Parallel Activities
similar subjects, themes, or from the same time period.	which includes all characteristics named. Using the literature book, find an example of each and list it under the appropriate definition. Use the handbook of literary terms in the back of the literature book, if needed.	vocabulary, composition, etc.
5.08 write an analysis of a literary character which includes discussion of motivational influences as well as patterns of behavior.	3. Complete the simile and metaphor worksheet. (See appendices, page 217.) 4. State the main idea and the theme of the following literary works: a. "The Gift Outright" by Robert Frost; b. "I Have A Dream" by Martin L. King, Jr.; c. "The American Crisis" by Thomas Paine; d. <u>Flight</u> by John Steinbeck.	6. Compare a contemporary work to an established work in American Literature. 7. Examine differences in theme, character, conflict, etc. 8. Determine what type of work sells in the market today. 9. Write a paper comparing the work of a contemporary magazine writer with an established American author. 10. Complete an inventory of personal strengths and weaknesses. Make a list of his goals and priorities for this year. List his five biggest problems and priorities.

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

5. Analyze representative selections from various genres found in American Literature.

The student will	Regular Activities	Parallel Activities
	5. Use a literature book to select three main themes in American Literature and analyze them by using the basic characteristics of each. (These characteristics can be found in most literature books.) Use two works as examples as a basis for the analysis. 6. Choose three of the following authors, select a work from each, and show the relationship between the author, his work, and the period of time in which he lived. What influences did his surroundings have on him/her and what he/she wrote? a. Emily Dickinson, b. William Bradford,	11. Combine knowledge of literature and composition skills with self-study to write the following: a. Character analysis and comparison/contrast of himself and a literary character. Determine patterns of behavior and motivating factors. b. Analyze problems faced by fictional characters determining their cause and effect; relate that information to a similar problem the student has faced. 12. In small groups, brainstorm qualities of a hero and characteristics of a leader. Compare lists and compile a group list.

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

5. Analyze representative selections from various genres found in American Literature.

The student will	Regular Activities	Parallel Activities
	c. Thomas Paine, d. Nathaniel Hawthorne, e. John Steinbeck.	13. Discuss how heroism is used as a theme in various selections of American Literature in different time periods and different literary genres.
7. Explain the use of dialect, or the particular variety of language spoken in one place by a distinct group of people, in Mark Twain's <u>Huckleberry Finn</u> or another of his works. What does it add to the reader's interest in the story?		14. Make a comprehensive list of fictional American heroes.
8. Compare the concepts of separation and liberty as shown in Thomas Paine's "The American Crisis," and Abraham Lincoln's Gettysburg Address. Note the setting and the reason why each was written. Contrast the style and the use of emotional words. Determine similarities and differences.		15. Make a list of real-life American leaders and heroes of the past and the present. Rank these and defend the top choices to other class members.
		16. Take an inventory of his own leadership qualities. Note areas that need improvement.
		17. Research leadership styles and give examples of leaders who fit these descriptions.

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

5. Analyze representative selections from various genres found in American Literature.

The student will	Regular Activities	Parallel Activities
	9. Discuss the motivational influences causing the minister to wear the veil and to behave as he does in Nathaniel Hawthorne's, <u>The Minister's Black Veil</u>. In doing so, analyze the character of the minister from his entry into the community through his funeral.	18. Explain the difference between a positive leader and a negative leader. 19. Make a checklist for evaluation of group leaders and members. 20. In small groups, prepare a unit on the heroes of literature within a specific period. 21. Vote on a leader to delegate responsibilities and coordinate group effort. 22. Include various genres and prepare worksheets for reading and writing activities that cover: a. themes, main ideas; b. figurative language; c. structure of work; d. character analysis.

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

5. Analyze representative selections from various genres found in American Literature.

The student will	Regular Activities	Parallel Activities
		23. Design individual and group activities that involve higher level thinking skills based upon Bloom's Taxonomy or the Taylor Model or a combination of both.
		24. Complete the units prepared by the other groups, or the the class could as a whole work on each unit, allowing time for peer teaching and evaluation by the group that designed the unit.
		25. Evaluate the work produced and performance as a group member, or as the group leader.
		26. Bring to class the words to his favorite song. In small groups, read aloud and interpret meanings, rhythms, and rhyme schemes.

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

5. Analyze representative selections from various genres found in American Literature.

The student will	Regular Activities	Parallel Activities
		27. Select a poem by an American author and repeat the process comparing the song lyrics to the poem.
		28. In a small group, choose a favorite song and poem; the leader will share both with the class.
		29. Read "The Road Not Taken" by Robert Frost, and discuss its rhythm, rhyme scheme, and figurative language.
		30. Choose ten poems from a suggested reading list, including a selection from each literary period; record an interpretation, reaction, and analysis of each.
		31. In small groups, generate several original examples of figurative language and share these with the class.

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

5. Analyze representative selections from various genres found in American Literature.

The student will	Regular Activities	Parallel Activities
		32. Study examples of haiku, cinquain, quatrain, free verse, and ballads and self-write a poem about a feeling, or a mood.
		33. Keep a poetry portfolio and add an original work each day for a week.
		34. Read poems aloud in discussion groups and choose the best works to share with class.
		35. Select his best work for publication in a class booklet.
		36. Bind and illustrate a volume of his own work.

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

6. Participate in oral communication activities.

The student will	Regular Activities	Parallel Activities
6.01 participate in class discussions using special criteria for individual and group behaviors.	1. Plan for verbal communication through class discussion of literary works, etc. Make changes in the learning environment by introducing changes in arrangement and/or sounds. Change the purpose for listening by asking different questions to further the discussion. Adjust listening process and make notes. Discuss the adjustments.	1. Study types of speeches and choose one type to be delivered in a five-minute presentation speech: a. informative, b. persuasive, c. demonstration.
6.02 write a speech or report intended for oral presentation.		2. List several subjects for important speeches and give one-minute impromptus.
6.03 identify essential elements found in formal presentations.		3. As a group, develop criteria for evaluating speeches and group presentations.
6.04 deliver speeches prepared for a specific purpose and/or a specific audience.	2. Give a literal meaning or denotation of certain colors from a spectrum; explain what each color suggests to him individually. Explain why the connotated idea is associated with certain colors. Match a color to each person in the class and explain why the match was made. Use the	4. Study speeches for special occasions. Plan and prepare banquets incorporating the following speaking events: a. master of ceremonies welcome speech, b. after-dinner speech, c. informative report-speech, d. a speech to persuade and promote action
6.05 practice control of nonverbal communication techniques.		
6.06 employ elements of effective oral delivery.		
6.07 present oral directions which can be followed by other persons.		
6.08 summarize orally the contents of a presentation.		

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

6. Participate in oral communication activities.

The student will	Regular Activities	Parallel Activities
6.09 evaluate an oral presentation using established criteria.	"word of mouth" activity to show how legends originate, change, and have various versions.	on an issue of group concern, e. nomination or acceptance speech, f. presentation of award.
6.10 adjust listening process according to listening environment and purpose.	3. Write explicit instructions on the process of making a peanut butter sandwich, or the process of putting on a coat. Select the most explicit set of instructions; then ask another student to follow the instructions. (This sometimes gets a bit messy, but it is funny and well-remembered.) 4. Using a novel, write a report, then give an oral presentation giving the setting (time and place), characters' names and their relationship to the main character(s). Summarize the plot after an introductory paragraph. State the denouement, the resolution,	5. Choose a theme; prepare a program, including menu and entertainment. Decorate, if appropriate. Carry out the plans. 6. Develop criteria for participation in class discussion and listening activities. 7. Keep a record and evaluation of individual and group participation to compare with one kept by the teacher. 8. As part of a futuristics unit, participate in small groups and discuss statements listed on a survey of imagined issues of the future.

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Course Number 1001370

INTENDED OUTCOME

6. Participate in oral communication activities.

The student will	Regular Activities	Parallel Activities
	and climax of the story. Give literal interpretations for the major symbols used in the story. Underline the topic sentence in each paragraph. Critique each oral report. Include posture, use of standard English, ability to hold attention, and observance of time limit.	9. Using group consensus decide upon the possibilities, probabilities, and preferences of those issues and their solutions becoming realities, and defend his decisions about his choices. 10. Ask questions, and prepare summaries or critiques of the presentations based on the elements of effective oral presentations and the criteria established by the teacher and the group. 11. Prepare a futuristic project and give an oral presentation to the class. Choose one of the following or develop an idea of his own: - build a future city and explain its operation, - design a vacation brochure

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

6. Participate in oral communication activities.

The student will	Regular Activities	Parallel Activities
		for a distant planet or galaxy,
		c. write a science fiction story or play,
		d. design a series of sketches and explanations of future transportation,
		e. create a futuristic game or simulation,
		f. design a portfolio of fashions of the future.
		12. Brainstorm a list of problems people may face in the future and prioritize their importance.
		13. Write futuristic scenarios and problem situations.
		14. In small groups, using the problem-solving process: identify and define problems, brainstorm alternatives,

ENGLISH III

Course Number 1001370

INTENDED OUTCOME

6. Participate in oral communication activities.

The student will	Regular Activities	Parallel Activities
		establish criteria for evaluation, select most appropriate solution, write a plan of action, make an oral presentation to class, and prepare to defend the solution. 15. Choose a futuristic topic and give a three-minute speech to inform (i.e., robotics, genetic engineering, space colonization, etc.). 16. Prepare and conduct a science-fiction bibliography session based on a novel or short story he has read. 17. Give an oral book review. 18. Participate in a futuristic simulation. 19. Pantomime futuristic skits. 20. Participate in a Future Problem Solving Bowl.

ASTRA

ENGLISH IV

ENGLISH IV

Course Number 1001400

INTENDED OUTCOME

1. After successfully completing this course, the student will be able to use selected grade-level and content-area vocabulary.

The student will	Regular Activities	Parallel Activities
1.01 demonstrate knowledge of selected grade-level and content-area vocabulary in writing as specified by vocabulary word lists.	1. Use appropriate vocabulary lists which indicate spellings, meanings, and the use of the words.	1. Based on the teacher's reading assignments, keep a vocabulary notebook of new words, definitions, and a sentence using the word.
1.02 use prefixes, suffixes, and root words to determine word meaning.	2. Learn prefixes and suffixes and their meanings.	2. Prepare vocabulary tests and answer keys. Exchange with other students.
1.03 use reference sources to find information about words (including word histories).	3. Learn the etymology of selected words.	3. Design crossword puzzles for vocabulary words and literary terms.
1.04 identify correct contextual meanings of words which have multiple meanings.	4. Show different meanings of words in context as used in vocabulary lists and current reading	4. In groups, make a list of as many words as possible using certain prefixes and suffixes.
1.05 identify semantic properties of words (abstract or concrete; denotative connotative).	5. Teach words from literature used in that context and in conversational context.	5. Use related vocabulary words to develop a tall tale. Read it or another story for the class to practice oral story telling.
1.06 utilize vocabulary specific to literary analysis.		
1.07 use specific		

ENGLISH IV

Course Number 1001400

INTENDED OUTCOME

1. After successfully completing this course, the student will be able to use selected grade-level and content-area vocabulary.

The student will	Regular Activities	Parallel Activities
vocabulary appropriate to the intent of a writing task.		6. In a group, begin a story using vocabulary words and have each person add to the story, by using another vocabulary word. 7. In pairs, make vocabulary word lists and challenge another team to identify correct meanings as used in context. 8. Play "Dictionary Game" in which one person looks up the correct definition while all the others in group make up a definition and try to convince people to that they are right. 9. Create original stories using vocabulary words. Use and underline vocabulary words in weekly compositions for extra points.

ENGLISH IV

Course Number 1001400

INTENDED OUTCOME

1. After successfully completing this course, the student will be able to use selected grade-level and content-area vocabulary.
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The student will	Regular Activities	Parallel Activities
		10. In pairs, create word games to teach vocabulary using SAT or ACT study guides for word lists.

ENGLISH IV

Course Number 1001400

INTENDED OUTCOME

2. Apply conventions of standard written English.

The student will	Regular Activities	Parallel Activities
2.01 edit the content of selected writings.	1. Summarize, make critical statements, and offer symbolic insight into reading assignments. Write papers of various types that are assigned.	1. In small groups, create composition checklists and evaluation forms for peer, group, and personal evaluation of oral and written work.
2.02 proofread selected writing for mechanical, syntactical, and spelling errors.		
2.03 use a variety of sentence structures appropriate to the writing task.	2. Write grammar exercises and paragraphs which deal with selected mechanical, syntactical, and spelling rules.	2. Working in pairs, edit the content of compositions and proofread papers before submitting them to peer evaluation committees.
2.04 write a paper using appropriate logical thought patterns including comparison/contrast, cause/effect, definition, classification, analysis, order of importance, chronological order, and/or spatial order.	3. Write a one-paragraph paper. Check each others' papers, editing them for spelling, mechanical, and syntactical errors.	3. Read compositions aloud to check for consistency of tense and person, appropriate organization, transition, and sentence variety. Rewrite as needed for committee review.
2.05 adapt writing style to audience purpose, situation, and subject.	4. Write a paragraph with all simple sentences. Then combine sentences in various patterns.	4. In committees, select the best papers to be read aloud in class as standards of excellence. Other papers may be chosen for oral review and class discussion of revisions.
2.06 write a paper using inductive/deductive organization as appropriate.	5. Use grammar exercises that combine sentences in selected given ways: adjective	

ENGLISH IV

Course Number 1001400

INTENDED OUTCOME

2. Apply conventions of standard written English.

The student will	Regular Activities	Parallel Activities
2.07 maintain a consistent and/or appropriate use of person and number in written compositions.	clauses, adverb clauses, main clauses, participial and prepositional phrases, etc. 6. Complete a weekly writing assignment to demonstrate appropriate logical thought patterns. Learn, through reading, examples of each type of writing before beginning. 7. Teach by example using literature, grammar books, or student writings, the meaning of the following terms: a. point of view, b. voice, c. effective and consistent verb use in papers. Read them aloud, and discuss before rewriting them. Read stories, and take quizzes on point of view, voice, and	5. Select best papers for revision and teacher evaluation for composition grades. Prepare self-evaluation forms. 6. Keep a log listing the most frequently-made errors and keep a folder to monitor improvements. Also list and classify various writing assignments. 7. Draw three boxes representing: a. perceived self, b. presented self, c. desired self. In each box write 10 words or phrases, and some kind of drawing that represents: a. him as he sees himself, b. as others see him, c. the way he wants to be seen. Share results within the small group. Choose a character from

ENGLISH IV

Course Number 1001400

INTENDED OUTCOME

2. Apply conventions of standard written English.

The student will	Regular Activities	Parallel Activities
	observations of the writer's craft.	the literature, read and complete the same process as used in this activity, on the literary character. Then make a list of the character's strengths and weaknesses.
	8. Teach by imitation. Imitate a particular author's style in a short writing.	
	9. Give examples on faulty logic. Work exercises detecting clear and faulty logic. Write an argumentative paper on a topic of importance to the students. Take a class survey, give students a choice of 5-10 topics.	8. Create a time line or a graph showing the important events in his life. Show and tell how these affected him emotionally.
	10. Write a descriptive paper with an omniscient point of view. Write various types of short papers from different points of view about various topics. Write poems with one-voice person after reading some examples and choosing a subject.	9. Develop an essay in answer to the question. "Who Do You Think You Are?" as a paper of self-definition. Classify the roles that a person plays.
		10. Write a letter of advice to a literary character based on a personal experience in a similar situation.

ENGLISH IV

Course Number 1001400

INTENDED OUTCOME

2. Apply conventions of standard written English.

The student will	Regular Activities	Parallel Activities
		11. Write his own autobiography projecting his preferred future.

ENGLISH IV

Course Number 1001400

INTENDED OUTCOME

3. Write for various purposes and audiences, using all stages of the writing process (prewriting, drafting, revising).

The student will	Regular Activities	Parallel Activities
3.01 write a business letter.	1. Write and type a business letter for a particular reason:	1. Prepare a resume. Write a business letter in answer to an advertisement, requesting a job interview.
3.02 write a job application, including a personal resume.	a. an order from a catalog,	
3.03 interpret selected business forms.	b. letter of complaint,	2. Role play the job interview, complete forms, and do oral evaluations of the role play.
3.04 write original creative pieces using various formats.	c. response to a business letter.	
3.05 write a persuasive essay.	2. Turn in a typed, current resume, with a cover letter applying for a particular job.	3. Submit at least three pieces of creative writing, (i.e., play, poem, short fiction) for publication.
3.06 write an autobiography.	3. Explain from newspaper and magazines one of the following:	4. Organize committees for the publication of a literary magazine featuring works and illustrations of class members.
3.07 write a defense of a personal opinion about a controversial issue.	a. an advertisement,	
3.08 write notes reflecting the content of an oral discussion.	b. a business offer,	
3.09 paraphrase a technical report in non-technical language.	c. directions for applying for a job,	5. Organize a writers' convention; ask local schools to select participants; invite local authors, journalists, and teachers to conduct workshops.
	d. a direct mail offer (decide audience, purpose, and effectiveness).	
	4. Keep a journal in which he writes his reactions to a class, a magazine	

ENGLISH IV

Course Number 1001400

INTENDED OUTCOME

3. Write for various purposes and audiences, using all stages of the writing process (prewriting, drafting, revising).

The student will	Regular Activities	Parallel Activities
3.10 write accurate, complete, organized, and reflective answers to essay questions.	article, or an editorial. Also, include poetry using different rhyme schemes, rhythms, and subject matter.	6. Write a "Letter to the Editor" concerning a controversial issue.
3.11 select criteria for personal evaluation of writing.	5. Write a persuasive essay endeavoring to convince some person in authority (parent, administrator, or legislator) of the student's point of view on a particular situation, (i.e., use of car, open lunch, a lower drinking age, etc.).	7. Write a speech to persuade; prepare a mini-debate on an issue of controversy, or conduct a panel discussion.
3.12 use literary devices in various writing situations.		8. Assume the roles of controversial public figures and conduct a personal interview.
3.13 write multi-paragraph essays consisting of critical analyses.	6. Over a period of three weeks, write an autobiography beginning with his earliest memory. Include reactions to parents, school, friends, and self. Present part of the autobiography, and synthesize the feelings down	9. Take notes reflecting content of oral presentations and complete peer evaluation forms.

ENGLISH IV

Course Number 1001400

INTENDED OUTCOME

3. Write for various purposes and audiences, using all stages of the writing process (prewriting, drafting, revising).

The student will	Regular Activities	Parallel Activities
	a one-page paper to hand in for a grade.	
	7. Given a choice of five current, controversial school, local, or governmental issues, respond in a logical, persuasive manner to the issues and choose one aspect of the article to defend and argue.	
	8. Take notes on an explanation of a literary work.	
	9. Read two technical articles in magazines or text books. Paraphrase in his own words. Working in pairs, rewrite the article in non-technical terms.	
	10. Give essay answers on short literary assignments. Write an essay on various	

ENGLISH IV

Course Number 1001400

INTENDED OUTCOME

3. Write for various purposes and audiences, using all stages of the writing process (prewriting, drafting, revising).
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The student will	Regular Activities	Parallel Activities
	ideas in plays, novels, and short works. (This is a repetitive assignment given at different times throughout the year.)	
	11. Write about ideas generated in literature, grammar units, or current readings using third person objective narration. Avoid the use of the second person and maintain a consistent use of action verbs.	
	12. Gradually, by reading selected works of literature and learning literary terms and voices, be able to point out literary devices used in particular works and write an essay using these devices.	

ENGLISH IV

Course Number 1001400

INTENDED OUTCOME

4. Produce a documented paper.

The student will	Regular Activities	Parallel Activities
4.01 write a thesis paragraph for a research paper.	1. Produce a documented paper from a selected, limited subject.	1. Choose a particular problem, theme, or conflict that is addressed in several literary works. Relate that issue to contemporary concerns of society or to himself as an individual.
4.02 use proper form in preparation of a bibliography.	The paper (1500-2000 words) will include title page, outline, body, endnote page, and bibliography with at least eight primary sources (no encyclopedia). Students will complete bibliography and note cards.	2. Using issues from number 1, discuss and follow the decision-making, problem-solving process to arrive at a solution.
4.03 write the first draft of a research paper, including footnotes and bibliography.	2. Complete pre-writing activities, including paraphrasing, using the <u>Reader's Guide</u> and participating in a unit on the library.	3. Choose a topic of controversy and write a thesis question that can be answered with yes or no, (i.e., Euthanasia-Do We Have a Right to Death?; TV Violence, Harmful or Harmless?; Gun Laws: Good or Bad?).
4.04 revise and re-write first draft.	3. Carefully limit the subject matter for the research paper. The teacher will monitor and check every step of research preparation.	4. Gather information to prepare a case for and a case against by using critical thinking
4.05 evaluate and edit content of documented paper for the following items: a. accuracy of statements, b. adequacy of supporting details, c. clarity of thought and logic, d. depth of content.	4. Write a rough draft and type a	
4.06 write a report based on technical and statistical data.		

ENGLISH IV

Course Number 1001400

INTENDED OUTCOME

4. Produce a documented paper.

The student will	Regular Activities	Parallel Activities
4.07 write a report based on conclusions drawn from information gathered through interviews, surveys, and/or direct observation.	finished draft. All materials will be placed in a folder and handed in to the teacher. When papers are returned, student and teacher will discuss content, clarity of thought, logic, and accuracy. 5. Read an article containing technical or statistical data; paraphrase the article. The paper will be evaluated on clarity and statement accuracy.	skills to examine arguments. 5. Prepare and conduct personal interviews with local authorities, experts, and others with direct experience related to his topic. 6. Conduct a survey or poll to gather primary data. 7. Classify information in note card form and prepare charts or graphs to illustrate statistical data. Paraphrase technical information into non-technical language. 8. Organize an outline presenting history, background information, arguments, evaluations of pro and con arguments, and conclusions based on an analysis of both sides of the issue.

ENGLISH IV

Course Number 1001400

INTENDED OUTCOME

4. Produce a documented paper.

The student will	Regular Activities	Parallel Activities
		9. Present a rough draft for defense and review by a student committee.
		10. Complete final copy and self-evaluation. Prepare for teacher evaluation and oral presentation.
		11. Devise a follow-up project apply or extend the initial research.

ENGLISH IV

Course Number 1001400

INTENDED OUTCOME

5. Analyze, both orally and in writing, representative selections of British and other appropriate literature.

The student will	Regular Activities	Parallel Activities
5.01 identify recurring themes found in British and other appropriate literature.	1. Through reading selected works from different anthologies, learn to recognize recurring themes in Western Literature (i.e., role of hero, use of Biblical allusions, influences of industrial society, etc.).	1. From a list of representative selections in British Literature, choose a total of ten required and optional selections for independent reading project. Use this list to complete the following activities:
5.02 identify literary devices found in representative selections from British literature.		a. Keep a log of readings and a journal of vocabulary, summaries, and personal reactions.
5.03 relate authors' works to their historical periods.	2. Look for biographical influences on authors' writing. Study the term, "New Criticism." Study the role of philosophy in literature. Study various philosophical ideas that are apparent in literature. Compare	b. Choose a topic from peer teaching ideas (i.e., themes, literary devices, symbolism, figurative language, etc.).
5.04 compare and contrast selections from the same author.		c. Prepare lesson plans including objectives, activities, materials, and methods of evaluation emphasizing higher-level thinking
5.05 interpret symbolism in literary selections.		
5.06 identify a writer's point of view.		
5.07 identify the fundamental conventions of specific genres.		
5.08 identify conflict and resolution in		

ENGLISH IV

Course Number 1001400

INTENDED OUTCOME

5. Analyze, both orally and in writing, representative selections of British and other appropriate literature.

The student will	Regular Activities	Parallel Activities
specific literary works.	changes in an author's viewpoint by analyzing different selections from that author. Understand that learning is not static; that as the society changes, so does the author.	skills in Bloom's Taxonomy and teach to small group of students.
5.09 explain the literal meanings of figurative language encountered in literary works.		d. In small groups, develop criteria for evaluating specific genres.
5.10 distinguish between criticism based upon literary criteria and criticism based upon personal taste.	3. Read selected poems first at the literal level. Write an explanation of the poem at the literal level. Then explain the figurative meaning of the poem through its use of symbols.	e. Prepare a panel discussion on a particular author, genre, period, etc. Evaluate self, leader, and group effectiveness.
	4. Write an essay about literary works with which he disagrees. Write from both a subjective and objective viewpoint.	f. In pairs, role-play an interview with an author concerning his work.
		g. Present an oral book review combining literary value and personal reactions to the book.
		h. In small groups, choose a leader and establish steps and group responsibilities for designing a

ENGLISH IV

Course Number 1001400

INTENDED OUTCOME

5. Analyze, both orally and in writing, representative selections of British and other appropriate literature.
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The student will	Regular Activities	Parallel Activities
		learning center on an author or period in British Literature.
		i. Include activities and questions to satisfy performance standards and cover the following skills: 1) critical thinking, 2) creative thinking, 3) problem solving, 4) independent learning and self-direction, 5) research, 6) self-awareness, 7) communication.

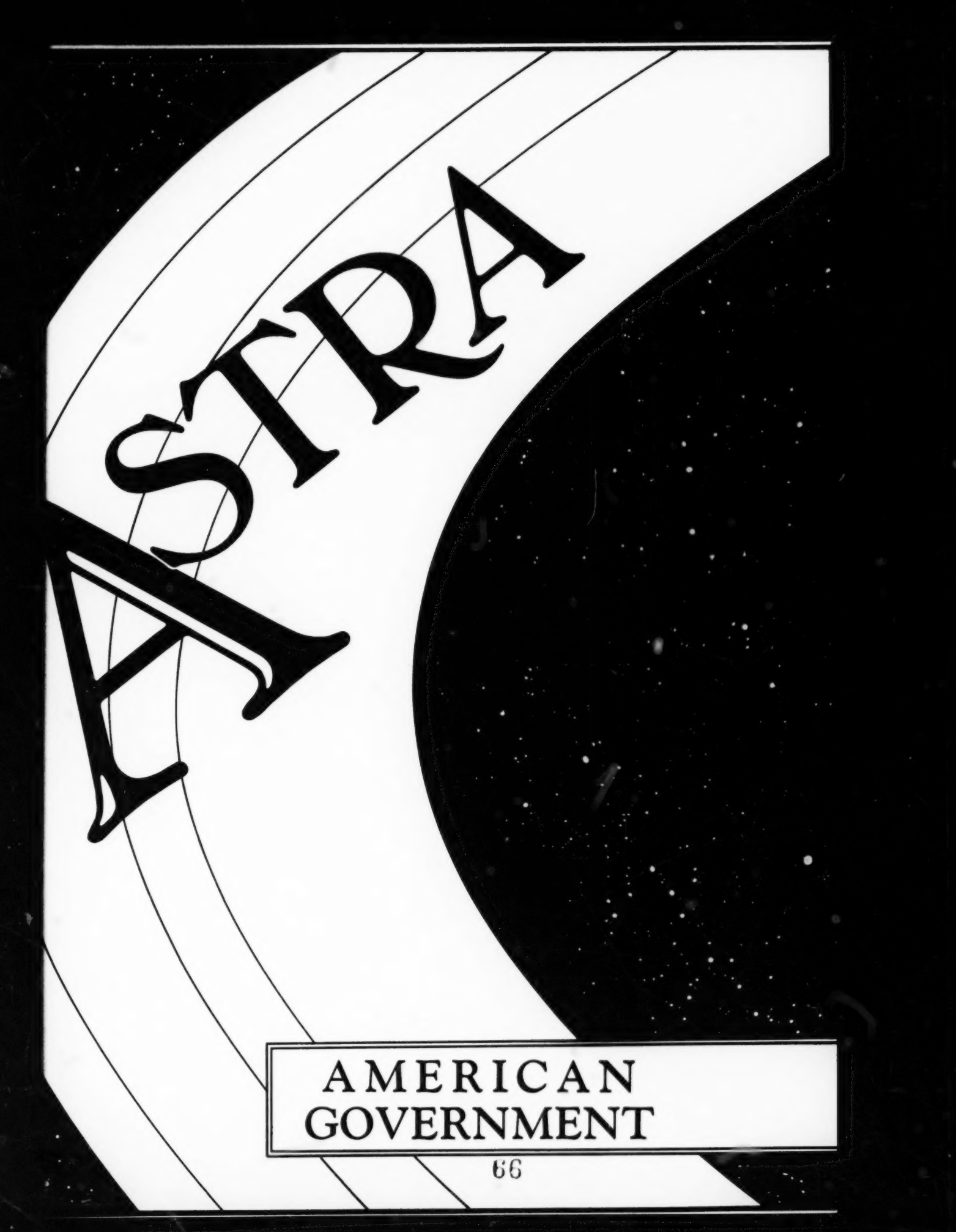
ENGLISH IV

Course Number 1001400

INTENDED OUTCOME

6. Use speaking skills for a variety of purposes and audiences.

The student will	Regular Activities	Parallel Activities
6.01 present oral interpretations of literature.	1. Read a selected section of a work of literature (i.e., a soliloquy in a play, a section of a short story) and explain it to the class.	1. Participate in a Reader's Theater Production to include British prose and poetry.
6.02 present a persuasive speech.		
6.03 present an informative speech.		2. Adapt a short story into a play format and produce it for a class.
6.04 conduct interviews.	2. Convince the class of his viewpoint through a persuasive speech which has been written and timed for presentation; include an introduction, body, and conclusion.	
6.05 use established criteria for speech evaluation.		3. Organize a literary festival including original oratory, poetry, and prose interpretation, debate, and one-act play productions.
6.06 participate in a formal debate.	3. Interview someone outside the classroom on a particular subject assigned to him; bring the results of his views to the class. Present the results orally and then turn in a written summary for a grade.	



ASTRA

AMERICAN
GOVERNMENT

AMERICAN GOVERNMENT

Course Number 2106310

INTENDED OUTCOME

1. Compare and contrast the structure and function of government of all levels in American political life.

The student will	Regular Activities	Parallel Activities
1.01 compare and contrast the function of the three levels of government.	1. Make a chart comparing the three levels of government.	1. Write an essay comparing the three levels of government.
1.02 identify the major reasons why governments exist (i.e., providing basic services needed by society).	2. Conduct small-group discussions.	2. In small groups, prepare a list of study questions, answers, and activities based on the Taylor model.
1.03 compare and contrast major types of government.	3. Make reports.	3. Participate in simulation game, <u>Starpower</u> .
1.04 describe the major principles of democracy (i.e., popular sovereignty, limited government, personal and political equality).	4. Develop charts to differentiate types of governments.	4. Brainstorm and prioritize ideas; justify through group discussion.
	5. Define terms.	5. Write a future scenario depicting this situation: "What if there were no government?"
		6. Research and role play major types of government.
		7. Design an independent study unit on the types of government. Schedule the daily activities; determine methods of evaluation.

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AMERICAN GOVERNMENT

Course Number 2106310

INTENDED OUTCOME

2. Analyze the basic principles of political organization embodied in the Constitution.

The student will	Regular Activities	Parallel Activities
2.01 summarize federal-ization, separation of powers, and amendment process as outlined in the United States Constitution.	1. Complete worksheets on the Constitution. 2. Lead a discussion or conduct a lecture. 3. Diagram the responsibilities of each branch of government.	1. Write an amendment. 2. Role-play the amendment process. 3. Invite guest speakers from each legislative branch.
2.02 outline the organization, duties, responsibilities, and powers of each branch of government.	4. Write reports on each branch. 5. Show filmstrips or movies on each branch of government.	4. In small groups, decide which branch would be responsible for actions established in hypothetical situations.
2.03 differentiate between delegated, implied, reserved, and concurrent powers; give an example of each.	6. Participate within class discussion and take notes from lectures.	5. Keep a scrapbook on congressmen's careers. 6. Given a list of powers and designated categories, justify placement.
2.04 explain the relative authority of state laws, national laws, and the Constitution as interpreted by the Supreme Court (i.e., Marbury vs. Madison, United States vs. Judge Peters, McCulloch vs. Maryland, and Gibbons vs. Osden).	7. List examples of each type of power. 8. Given lists of Supreme Court cases, research the decision in each case.	7. Differentiate between delegated, implied, reserved, and concurrent powers of students, parents, and teachers.

AMERICAN GOVERNMENT

Course Number 2106310

INTENDED OUTCOME

2. Analyze the basic principles of political organization embodied in the Constitution.

The student will	Regular Activities	Parallel Activities
		8. Working in pairs, research Supreme Court cases which have affected public education. Prepare a written and an oral presentation of the impact of those rulings.

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INTENDED OUTCOME

3. Compare and contrast the processes by which power is passed on within all levels of the three branches of government.

The student will	Regular Activities	Parallel Activities
3.01 identify and describe the election process for all levels of the three branches of government.	1. Complete a worksheet and vocabulary list. 2. Create a filmstrip on the election process.	1. Participate in the simulation game, <u>Hat in the Ring</u>, of the election process. 2. Conduct a nomination convention.
3.02 diagram the process of routing proposed legislation through both Houses of Congress and then to the President for his signature or veto (steps by which a bill becomes a law).	3. Keep a campaign scrapbook covering a specific election. 4. Diagram the process of a bill becoming a law. 5. Diagram the checks and balances system in the Constitution.	3. View video, <u>The Candidate</u>. 4. Hold a mock election using a voting machine. 5. Participate in simulation game, <u>Coalition</u>.
3.03 cite examples of checks and balances which regulate powers among the three branches of government.	6. Give a lecture on the elastic clause. 7. Brainstorm and write an essay on the elastic clause, giving examples of its flexibility.	6. Write a bill. 7. Role play the process through which a bill becomes a law.
3.04 explain the importance of the elastic clause (i.e., implied powers and McCulloch vs. Maryland).		8. Participate in the Florida Youth in Government Program. 9. Discuss power regulation. 10. Discuss the importance of a good leader; brainstorm the qualities of a good leader.

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Course Number 2106310

INTENDED OUTCOME

3. Compare and contrast the processes by which power is passed on within all levels of the three branches of government.

The student will	Regular Activities	Parallel Activities
		11. Make a list of 20 of the world's great leaders. Choose the greatest leader. Choose one to re-search and analyze the factors that contributed to his success. Then present the findings to the class.
		12. Write a paper explaining how the elastic clause's contributions to the durability of the Constitution. In a panel discussion, present his thoughts on these contributions.

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INTENDED OUTCOME

4. Analyze the effectiveness of influences on governmental decision-making by the support and dissent of individuals and interest groups using the criteria of actual changes initiated or completed.

The student will	Regular Activities	Parallel Activities
4.01 list the sources of public opinion (i.e., family, education, mass media) and understand that it can be used to shape public policy.	1. Lead a class discussion. 2. Devise a public opinion poll on the effectiveness of citizen input on the election process.	1. Construct a poll to question students about a school-related issue. Interpret the results of the poll, and compare results with classmates. Chart results and present to the class.
4.02 describe ways in which the average person can affect the legislative process.	3. Write letter to a congressman on a current issue.	2. Discuss the need for peaceful protest vs. violent protest.
4.03 describe the institutions that can shape legislation and public policy (lobbies, PAC's, etc.).	4. Clip articles about various pressure groups.	3. List ways of protesting: boycott, march, petition, etc. 4. Discuss issues of the past that have caused civil protest (i.e., slave issue, war, integration, etc.). 5. Prepare a talk, or write an essay on civil disobedience to determine if it is justifiable.

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INTENDED OUTCOME

4. Analyze the effectiveness of influences on governmental decision-making by the support and dissent of individuals and interest groups using the criteria of actual changes initiated or completed.

The student will	Regular Activities	Parallel Activities
		6. Prepare posters about pressure groups and their effect on public policy.
		7. Collect data of congressmen's voting records on key issues; compare to data of pressure groups, donations, and support.

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INTENDED OUTCOME

5. Trace the relationship between majority rule and individual rights as it is reflected in our legal and governmental system and as it evolved through differing interpretations of the Constitution.

The student will	Regular Activities	Parallel Activities
5.01 illustrate how the United States Constitution reflects the belief that government should protect the individual's right to life, liberty, and property (i.e., The Bill of Rights).	1. Outline the Bill of Rights, including the major guarantees of each. 2. Conduct a mock trial. 3. Chart the rights of a defendant during the pre-trial and the trial stages.	1. Choose five of the guarantees in the Bill of Rights; prioritize and orally defend their importance. 2. Debate controversial issues concerning individual rights (i.e., right to bear arms, and gun control).
5.02 identify the rights of a defendant in a trial (i.e., self-incrimination, jury trial, and rights to a lawyer).	4. Research court cases from a given list. 5. View films on the Bill of Rights.	3. Solve problems related to hypothetical situations relating to Bill of Rights. Discuss evidence. Do exercises using logic and proof.
5.03 identify some recent Supreme Court cases which have helped to define individual rights (Brown vs. The Board of Education, Gideon vs. Wainwright, Miranda vs. Arizona, Escobedo vs. Illinois, and Mapp vs. Ohio).		4. Invite a local judge or a panel of experts to discuss protection given to accused persons through the Escobedo and Miranda decisions. 5. Visit a courtroom or juvenile justice hall for trial by jury or by judge.

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INTENDED OUTCOME

5. Trace the relationship between majority rule and individual rights as it is reflected in our legal and governmental system and as it evolved through differing interpretations of the Constitution.

The student will	Regular Activities	Parallel Activities
		6. Play <u>Point of Law</u> .
		7. Read and dramatize <u>Twelve Angry Men</u> ; discuss circumstantial evidence.
		8. Use a library to find five Supreme Court cases which apply and define one of the amendments of the Bill of Rights.
		9. Brainstorm student rights and responsibilities. Write an essay, an editorial, or prepare an oral presentation dealing with the case for students' rights.
		10. Discuss rights of gifted students and problems they encounter. Then in groups, outline a Bill of Rights for gifted students.

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Course Number 2106310

INTENDED OUTCOME

6. Analyze the strengths and weaknesses of our federal system of government to deal with those domestic and foreign problems facing our nation today.

	The student will	Regular Activities	Parallel Activities
6.01	describe several domestic problems faced by the federal and state governments.	1. Given a list, identify what he feels are problems faced by federal and state governments today and explain what makes each a problem.	1. Survey the community to determine what it considers the biggest problem it faces. Interview community leaders; survey the adults and students as to what should be done; devise a solution to the problem.
6.02	describe constitutional duties of the Executive and Legislative branches of government regarding foreign policy.	2. Use a copy of the Constitution and list what duties are designated to the Legislative and Executive branches regarding foreign policy.	2. Collect at least ten articles (newspaper and magazines) on the President and foreign affairs. Summarize each article by relating what actions the President took through his Constitutional authority.
6.03	given a current foreign problem, list the steps the American government has taken in the attempt to solve this problem.	3. Collect articles on a given foreign problem; summarize and compile them into a notebook.	3. Identify problems at school. 4. Analyze the constitution of the student government. 5. Set up a panel

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INTENDED OUTCOME

6. Analyze the strengths and weaknesses of our federal system of government to deal with those domestic and foreign problems facing our nation today.

The student will	Regular Activities	Parallel Activities
		consisting of SGA officers, and administration; discuss how the SGA works and improvements that could be made.
		6. Write a report describing the history and current status of U.S. relations with a given country.
		7. List as many foreign problems as possible and rank their importance; defend the positioning in a debate.
		8. Given a current school problem, list steps that might be taken in an attempt to solve it.

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INTENDED OUTCOME

7. Show the relationships between American political traditions and the American way of life (social, economic, and religious ideals).

	The student will	Regular Activities	Parallel Activities
7.01	describe how traditional values and beliefs have influenced the American political system.	1. In small groups, develop lists of acceptable morals and standards of conduct. 2. Compile vocabulary lists.	1. Develop a list of acceptable morals and standards of conduct; identify ways these have directly influenced laws and punishments.
7.02	identify major ideas and events from our English heritage and trace these ideals and events through to the formation of the United States Constitution.	3. Given a list of documents, tell why each was developed. 4. View the film, <u>1776</u> . 5. List the weaknesses of the Articles of Confederation.	2. Examine American social problems such as runaways, school-related problems, unions and strikes, poverty, etc. 3. Discuss ways in which parents provide children with value systems.
7.03	trace the development of theoretical, natural rights as expounded by Seventeenth Century political philosophers to those which are included in the Declaration of Independence.	6. Write papers comparing the Articles of Confederation and the Constitution. 7. Match lists of philosophers to their effects on government.	4. Complete individual activities or projects based on case studies which deal with identified problems. 5. Develop a list of ten rules which he will enforce when he becomes a parent, and decide upon a system of punishments or rewards.
7.04	explain the difference between direct democracy and indirect democracy.	8. Write his own philosophy of life. 9. Attend class lecture and take notes.	
7.05	define the term		6. Prepare a notebook

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INTENDED OUTCOME

7. Show the relationships between American political traditions and the American way of life (social, economic, and religious ideals).

The student will	Regular Activities	Parallel Activities
political party and describe the basic functions and organization of political parties.	10. Complete worksheets and vocabulary lists.	of "Events Leading to the Constitution."
7.06 recognize the basic function of political parties in America (i.e., to strengthen our democratic political system by offering political alternatives/choices to the people, etc.).	11. Bring to class a copy of the platform from each political party.	7. Create a newspaper of a given time period (i.e., 1776, 1861, 1969).
	12. Give students questionnaires to complete. Compare those responses to party platforms.	8. Write a futuristic scenario depicting ways in which past (20th Century) social and political trends will have influenced the USA by the year 3000 A.D.
7.07 describe the role primary elections and national conventions play in the political process.	13. Play simulation game, <u>Hat in the Ring</u> .	
	14. Assign individual reports on various third parties in American history. Give oral presentations of the reports.	9. Participate in activities in "Philosophy Unit" in <u>Ideas for Students Secondary</u> .
7.08 explain various aspects of the election process.		10. Compare direct and indirect democracies giving examples of circumstances where each would be appropriate. Prepare charts.
7.09 describe the importance of the role of third parties in America.	15. Given a list of Supreme Court cases involving religious freedom, summarize the Court's decisions.	

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Course Number 2106310

INTENDED OUTCOME

7. Show the relationships between American political traditions and the American way of life (social, economic, and religious ideals).

The student will	Regular Activities	Parallel Activities
7.10 describe reasons for and against the inclusion of religious beliefs into public policy, citing groups and/or Supreme Court cases that were involved.		11. Play simulation game, <u>Coalition</u>. 12. Invite speakers from each of the political parties who are active in local party affairs. 13. In small groups, form and name his own political party and develop his own platform. 14. Present the platforms of these parties to the class. 15. Use groups to present how the election process takes place today. Use the Constitution to see what was originally said about nominations and elections. 16. Stage a convention and a school-wide campaign.

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INTENDED OUTCOME

7. Show the relationships between American political traditions and the American way of life (social, economic, and religious ideals).
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The student will	Regular Activities	Parallel Activities
		17. Bring in a voting machine and allow other students to go through mock election and voting procedures.
		18. Research a list of third parties to appraise their contribution to politics in the U.S.
		19. After summarizing court cases, relate the decisions to the separation of church and state in the U.S. Conduct a debate on the issue of the separation of church and state.
		20. Conduct a panel discussion on prayer in school and issues which relate to that topic.

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INTENDED OUTCOME

8. Demonstrate the importance of participation in community, service, civic improvement, and involvement in political activities.

The student will	Regular Activities	Parallel Activities
8.01 enumerate the consequences of political activity by citizens.	1. List ways citizens can participate in a democracy.	1. Compare the ways Americans can participate in the democratic process with the ways citizens in other countries have available.
8.02 give examples of ways to participate in community, service groups, and political activity.	2. List examples of civic participation and have students complete one civic activity (after school) during a grading period.	2. Discuss the consequences of political inactivity.
8.03 explain how participation in local political activities may encourage community awareness of federal, state, and local problems and issues.	3. Invite a guest speaker (local politician, congressman) to discuss his beginning in politics.	3. Conduct a problem-solving session to find ways to motivate citizens to get more actively involved in voting and political activities. List and develop criteria for evaluating solutions.
	4. Have students attend a city council meeting and summarize what was discussed.	4. Write an editorial (on motivational techniques) and send to a local newspaper.
		5. Take a tour of a county court house.
		6. Participate in a local campaign.

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INTENDED OUTCOME

8. Demonstrate the importance of participation in community, service, civic improvement, and involvement in political activities.
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The student will	Regular Activities	Parallel Activities
		7. Create a campaign for an imaginary office seeker.
		8. Invite guest speakers or plan a trip to Tallahassee. Incorporate letter writing into the comprehensive planning process for the trip.

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INTENDED OUTCOME

9. Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills.

The student will	Regular Activities	Parallel Activities
9.01 define the following vocabulary words peculiar to the study of American government: a. ballot, b. bicameral, c. bureaucracy, d. capitalism, e. common law, f. confederation, g. democracy, h. gross national product, i. habeas corpus, j. judicial review, k. joint committee, l. market economy, m. regulatory commission, o. pocket veto, p. seniority rule.	1. Define vocabulary terms. 2. Orally define the terms and add to his definitions, if needed. 3. Take a quiz on map legends. 4. Complete a worksheet and a map. 5. Use newspaper articles and editorials. Read statements; discuss whether the statements are fact or opinion, and explain why. 6. Give a lecture on graphs.	1. Write original sentences using vocabulary terms. Make crossword puzzles. Play Quiz Bowl using the terms. 2. Create map legends and exchange with other students to answer related questions. 3. Draw large wall maps and label the parts to display for class. 4. Use tapes of political speeches to analyze statements as fact or opinion.
9.02 interpret political information based on the legend of a map.	7. Complete teacher-prepared graphs with questions on each.	5. Identify propaganda methods and examples of each.
9.03 identify the location of major geographic features and political divisions of the United States.	8. Give other information to students in order to prepare individual graphs.	6. Make propaganda posters from magazine ads and classify the types of propaganda used.
9.04 distinguish a set		7. Research a political issue. Make a list of facts and

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INTENDED OUTCOME

9. Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills.

The student will	Regular Activities	Parallel Activities
of statements as being fact or opinion. (See Minimum Student Performance Standard-Reading E-23.) 9.05 Read and determine relationships described by line graphs, circle graphs, or tables. (See Minimum Student Performance Standard-Mathematics U-149.) 9.06 obtain appropriate information from pictures, maps, or signs. (See Minimum Student Performance Standard Reading F-25.)	9. Clip pictures from magazines and newspapers; discuss what is happening in the picture, emphasizing the importance of interpretation. 10. Complete worksheets with questions based on given maps, signs, or pictures. 11. Take notes on the steps of inquiry. 12. Assign each student a social problem to research by using the steps of inquiry. 13. In a small group, select great decisions from history. Define the problem and list other alternatives which could have been selected. Present findings through panel discussion format.	opinions of party leaders concerning these issues. 8. Play <u>Propaganda</u> game. 9. Conduct surveys or polls on political issues and graph results. Present findings to class. 10. Develop a futuristic survey predicting possibilities, probabilities, and preferences for the future; graph the results. 11. Compile a list of important messages or information that might be conveyed by a picture or sign to caring individuals, (i.e., "Quiet, I'm thinking."; "Please smile at me, I feel blue."). Develop symbols to convey the messages.

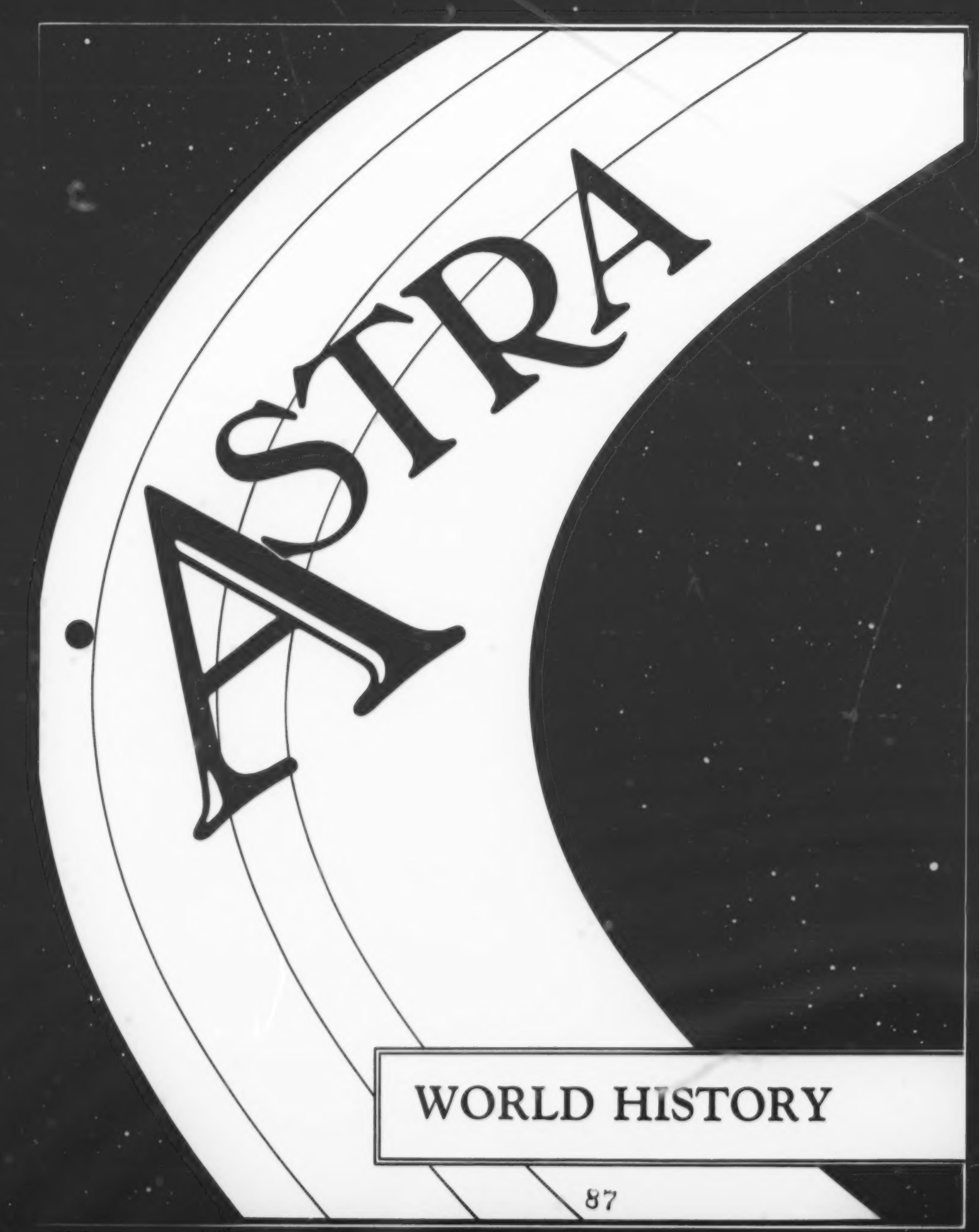
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INTENDED OUTCOME

9. Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills.

The student will	Regular Activities	Parallel Activities
9.07 Interpret the steps of inquiry as: a. stating the problem, b. gathering data, c. developing an hypothesis, d. analyzing, e. evaluating, f. reaching a conclusion.		12. Research issues using steps of inquiry and prepare an independent project to share results. 13. In small groups, problem solve or research a social issue; make an oral presentation to the class.
9.08 select a situation, define the considerations involved, and discuss the consequences of different alternatives.		14. Develop hypothetical situations which he could be faced with today. Discuss alternatives and justify conclusions; conduct panel discussions, or debates of the alternatives. 15. Conduct a problem-solving session on concerns in student government, Santa Rosa County, Florida, U.S.A., or the world. Role play the situations and their solutions.



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WORLD HISTORY

WORLD HISTORY

Course Number 2109310

INTENDED OUTCOME

1. Understand how contemporary civilizations depend upon contributions of past civilizations.

The student will	Regular Activities	Parallel Activities
1.01 explain the contributions that the Ancient Egyptian and other Middle Eastern civilizations made to the Modern World.	1. From a prepared list of contributions, determine which civilization made the contribution.	1. Plan a series of seminars involving research on the contributions of other civilizations.
1.02 explain the contributions that the civilizations of Classical Greece and Rome made to the Modern World.	2. Make a notebook recording at least fifteen various pieces of equipment still in use that had their origins in ancient civilizations.	2. Design a class activity that focuses on a central concept or major emphasis of study.
1.03 explain the contributions that the Ancient Asian civilizations made to the Modern World.	3. Select pictures of modern-day structures that use designs from ancient civilizations.	3. Conduct a discussion session on an area of specialization.
1.04 explain the contributions that the Medieval Period made to the Modern World.	4. Make a cartoon or write a short story showing how past civilizations enhance our life.	4. Invite students, architects, attorneys, and artists to discuss Greek and Roman influences in modern work.
1.05 explain the contributions that the Renaissance and Reformation made to the Modern World.	5. In small groups, make a list of the greatest contributions from ancient civilization.	5. Invite art instructors to present a slide show on Greek and Roman contributions to art.
		6. Prepare independent projects on a topic of choice

WORLD HISTORY

Course Number 2109310

INTENDED OUTCOME

1. Understand how contemporary civilizations depend upon contributions of past civilizations.

The student will	Regular Activities	Parallel Activities
1.06 explain the contributions that the Industrial Revolution made to the Modern World.		relating to Greek or Roman influences. 7. Read Greek and Roman myths and interpret roles of males and females of that society compared to those of today. 8. Compare Aryan mythological figures with Greek and Roman gods and goddesses. 9. Complete outside reading assignments of medieval fiction. Prepare a panel discussion on the following: the influence of myths and magic on various topics. 10. Discuss the social code of chivalry and compare it to any unwritten code of honor in today's society. 11. Using a list of contributions, prioritize, chart, and

WORLD HISTORY

Course Number 2109310

INTENDED OUTCOME

1. Understand how contemporary civilizations depend upon contributions of past civilizations.

The student will	Regular Activities	Parallel Activities
		defend choices to the class.
		12. Choose a past civilization and prepare an independent project that reflects its contributions to the modern world. Present the project using the appropriate visual aids or media.
		13. Brainstorm a list of contributions from the Atomic Age - or the 20th Century.
		14. Identify problems introduced by the Atomic Age in the 20th Century (i.e., nuclear holocaust, genetic engineering, space exploitation). Discuss personal anxieties relevant to these problems. In small groups, choose one problem and offer a solution after having used the

WORLD HISTORY

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INTENDED OUTCOME

1. Understand how contemporary civilizations depend upon contributions of past civilizations.

The student will	Regular Activities	Parallel Activities
		problem-solving process.
		15. Decide what the 21st Century should be called (i.e., computer age, android age, etc.) and predict the possible contributions and problems of that period.
		16. Make future wheels to project possible trends.
		17. Discuss personal contributions which he would like to make as an adult in the 21st Century.
		18. Write a futuristic autobiography.

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INTENDED OUTCOME

2. Explain the significance of geography on the development of civilizations and nation-states.

The student will	Regular Activities	Parallel Activities
2.01 explain the importance of rivers and bodies of water to the development of civilizations and nation-states.	1. List 15 reasons why the rivers, bodies of water, and climate are an asset to the growth and development of Florida.	1. Brainstorm definitions and elements of geography and compare that version to that in a dictionary.
2.02 explain the influence of geography on the social and cultural development of civilizations and nation-states.	2. Select two rivers, trace the growth and development of cities, industries, etc., along those rivers. Record the number of cities located on each river, and their populations.	2. Discuss the significance of geography on a town's growth and development. discuss Florida's growth and development in relation to climate and bodies of water.
2.03 explain the influence of geography on the economic development of civilizations and nation-states.		3. Discuss ways that Florida's geography has influenced social, cultural, economic, and political development.
2.04 explain the influence of geography on the political development of civilizations and nation-states.		4. Present information about the geography of early civilizations (i.e., Egypt, the Nile, and Mesopotamia). Explain how these factors shaped those cultures and their life styles.

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INTENDED OUTCOME

3. Compare major individuals, events, and characteristics of historical periods.

The student will	Regular Activities	Parallel Activities
3.01 compare the contributions and influences of the following religious leaders (i.e., Buddha, Confucius, Moses, Jesus, Mohammed).	1. Using the religious leader games, match contributions with the appropriate leader. 2. Compare a philosophy from a period with the political leaders of that period.	1. Make a chart to compare contributions and influences of two religious leaders. 2. Prepare a learning unit based on the Taylor Model with questions, a variety of activities and an evaluation instrument on any one or all of these religious leaders.
3.02 compare major political leaders and philosophers from different historical periods.	3. List the major political leaders from an era and the philosophers from the same era. Describe their views.	3. Prepare a speech on one of the philosophers of a certain period and relate that philosophy to the student's own.
3.03 compare significant events from various historical periods.	4. Choose an event in history to reconstruct in a dramatic presentation.	4. Organize a mock interview with a political leader of the past.
3.04 compare the social characteristics of given historical periods.	5. Analyze two significant events in history to look for patterns and parallels (i.e., assassination of presidents, events leading to World War I, World War II).	5. Compare leadership styles of two historical figures.
3.05 compare the political characteristics of given historical periods.	6. Decide in which period of history	6. Determine characteristics of an effective leader.
3.06 compare the economic characteristics of given historical periods.		7. Analyze leadership

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Course Number 2109310

INTENDED OUTCOME

3. Compare major individuals, events, and characteristics of historical periods.

The student will	Regular Activities	Parallel Activities
	he would like to have lived and tell why.	qualities and styles of two contemporary figures in opposing societies or nations.
	7. Organize a Greek Day or a Medieval Day.	
	8. Compare the Olympic games of today with the Olympic games of Greece, listing the events and how each has changed.	8. Assess his personal leadership qualities, and styles.
		9. Assess the social, economic, and political policies of the U.S. regarding South and Central American countries.
	9. Working in small groups, make a time line of the Golden Ages in Greece, India or China, showing the art, architecture, etc., for each country.	10. Use creative problem-solving process to identify as an underlying problem that, when solved, would improve the U.S. position. Find the best solution and develop a plan for implementation. Write a paper using information gained and send to the Secretary of State.

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Course Number 2109310

INTENDED OUTCOME

3. Compare major individuals, events, and characteristics of historical periods.

The student will	Regular Activities	Parallel Activities
	10. Compare the social characteristics that may have been influenced by the political and economic happenings of a particular historical period (i.e., rise of Hitler, the use of poisonous gases in World War I).	

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Course Number 2109310

INTENDED OUTCOME

4. Understand current and historic events from the perspective of diverse cultural and national groups.

The student will	Regular Activities	Parallel Activities
4.01 given at least one 1. major historical event or issue and an interpretation of that event or issue, identify the group that held that particular point of view (i.e., Treaty of Versailles: German, French, and American viewpoints).	1. In a group of five students, select an event in history, clarify the issues and roles of various political leaders who held particular points of view. Conduct a mock debate of these various ideas and other attitudes with students assuming the role of various leaders.	1. Pretend he is a German, French, or American journalist after World War I and write an editorial on the Treaty of Versailles; draw an editorial cartoon concerning the Treaty. Choose one of the books from either the biography (non-fiction) or historical fiction list in the <u>Men and Nations</u> text on page 609 and prepare an independent or small-group project. Interview or tape an American who participated in World War II or the Vietnam War to determine his view of the conflict (i.e., reasons for fighting causes, his role, the effects and outcome of the war). Interview someone of Japanese,

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INTENDED OUTCOME

4. Understand current and historic events from the perspective of diverse cultural and national groups.

The student will	Regular Activities	Parallel Activities
		German, or Vietnamese descent and ask similar questions to determine that person's view of the war. Compare findings and report to the class.

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INTENDED OUTCOME

5. Compare the major world cultures, past and present, based on their political and economic systems, religious and moral beliefs, and socialization processes.

The student will	Regular Activities	Parallel Activities
5.01 compare the political systems of the Ancient Greeks and Romans.	1. Compare the ways of selecting the political leader of Ancient Greece and Rome, the goals of the political leader of each era, and the downfall of each empire.	1. Discuss ways that the lack of a religion affects the life and character of a nation.
5.02 compare the religious and moral beliefs of the Christians and Moslems.		2. Compare labor unions of the U.S. and labor unions of the Soviet Union, their political structures, their effects on politics, and the responsibilities of national leaders of these groups.
5.03 compare the political, economic, and social systems of the U.S. and the Soviet Union.	2. Find the similarities between Christianity and the Islamic faith. Identify the similarity of events that happened to Christ and Mohammad, the miracles of both men, and the concepts of the eternal life.	3. Create models that depict the political systems of the Ancient Greeks or the Romans.
	3. Decide whether Christainity has had as much of an effect on life and characters in Christian nations as Islam has had on the Moslems. Explain his answer.	4. Make a diagram of the Roman Republic.
		5. Compare the Greek and Roman political systems to democracy in America today.
		6. Using art work, prepare a slide show that compares the religious and moral beliefs of

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INTENDED OUTCOME

5. Compare the major world cultures, past and present, based on their political and economic systems, religious and moral beliefs, and socialization processes.

The student will	Regular Activities	Parallel Activities
	4. On a chart, show the politics, economic structures, and social systems of the U.S. and the Soviet Union.	the Christians and the Muslims. Relate those basic beliefs to the current problems between these two religious sects today.
	5. Compare the life-styles of a blue-collar American worker and that of a blue-collar Soviet worker.	7. Compare and contrast the life and teachings of Jesus and Mohammed. 8. Write and produce a documentary comparing life in the U.S. with life in Russia today. Include political, economic, and social systems as they relate. 9. Pretend he is a teen-ager living in the Soviet Union. Write a journal entry that depicts his thoughts, feelings, and activities in a typical day. 10. Explain how he would create an ideal world

WORLD HISTORY

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INTENDED OUTCOME

5. Compare the major world cultures, past and present, based on their political and economic systems, religious and moral beliefs, and socialization processes.

The student will	Regular Activities	Parallel Activities
		government that could unite the Soviet Union and the U.S. What changes would it make in the world, the U.S., any other country, and his individual life?
		11. Outline a ten-point plan for world peace. Give it a name.
		12. Explain what he can personally do to bridge the gap between the U.S. and the Soviet Union and promote world peace.
		13. Research the disarmament movement and present a speech or prepare a mini-debate on Peace Through Disarmament or Military Strength.
		14. Read <u>Animal Farm</u> and discuss the satire on revolution and communism.

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INTENDED OUTCOME

6. Explain how major belief systems (political, economic, and social) changed or altered historical patterns of development.

The student will	Regular Activities	Parallel Activities
6.01 given a specific series of political events representing a historical pattern, identify the pattern and explain the significance.	1. In small-group discussion, define and tell how patterns are determined.	1. Develop a small group discussion on the following points: a. Does he have any patterns he is following? Who or what determines these?
6.02 given a specific series of social events representing a historical pattern, identify the pattern and explain the significance.	2. Take an event in history, identify what brought about the change, whether it was politically, economically or socially motivated. Explain the causes.	b. How are beliefs and patterns intertwined? Might the student have some negative beliefs about himself that cause him to follow negative patterns of behavior?
6.03 given a specific series of economic events representing a historical pattern, identify the pattern and explain the significance.	3. Through patterns of economic, social, or political beliefs, explain why his family is presently located in Florida.	c. Explain, if he can determine his own motives for what he does, why he acts as he does. Examine his thoughts and behavior to determine patterns. Can he eliminate the negative things in his life? d. Make a list of all the positive habits or behaviors he has learned

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INTENDED OUTCOME

6. Explain how major belief systems (political, economic, and social) changed or altered historical patterns of development.

The student will	Regular Activities	Parallel Activities
		that could make him more successful in dealing with others on a personal basis and dealing with teachers and school work.
		e. List negative behavior patterns and speculate as to the consequences of continuing these behaviors.
		f. Could mistakes he makes in school be the result of negative patterns by teachers, students, and parents? Explain how this could be.
		g. Is procrastination a pattern? Why does he continue? What is the payoff?
		h. Is failing or succeeding a way to control friends, teachers, parents? Can people get what they want by pleasing others?

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INTENDED OUTCOME

6. Explain how major belief systems (political, economic, and social) changed or altered historical patterns of development.

The student will	Regular Activities	Parallel Activities
		Can they manipulate others, get attention by failing or succeeding? Do they play mind games with each other in a struggle for power? How do they gain power over others or how do they gain power over themselves? i. How might countries also play power games? Could war be the result of a series of events that follow a pattern? 2. Prepare units on patterns. Each group will research either a. political, b. social, c. economic events that immediately preceded involvement in a war by or in this country.

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Course Number 2109310

INTENDED OUTCOME

6. Explain how major belief systems (political, economic, and social) changed or altered historical patterns of development.

The student will	Regular Activities	Parallel Activities
		3. Compare group findings. Compile and evaluate these findings to lead to an overview of the causes of war. Relate these findings to current positions in regards to any approaching conflict.
		4. Study political, social, economic events that preceeded the downfall of powerful civilizations of the past and predict America's future as a civilization.

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Course Number 2109310

INTENDED OUTCOME

7. Interpret changes that have occurred in historical development by analyzing the causes and effects of that change.

The student will	Regular Activities	Parallel Activities
7.01 explain the causes and effects of given social and intellectual movements (i.e., the Renaissance and the Enlightenment).	1. In group circles, discuss causes and effects and give personal examples of change. Analyze examples of inductive and deductive reasoning to determine differences. Define <u>change</u> as it relates to <u>movement</u> : a. Is change good, bad, necessary? Give personal examples. b. What causes change? c. What are the effects of change? d. Give an example of a social, an intellectual, a political, and a religious movement.	1. Brainstorm changes that have taken place in his country this century. Discuss causes and effects. Prepare a project and give an oral presentation to class.
7.02 explain the causes and effects of given religious movements (i.e., the growth of Buddhism, rise of Christianity, expansion of Islam, and the Reformation).		2. Prepare a unit on one major religious movement with emphasis on the causes and effects of that movement.
7.03 explain the causes and effects of given examples of colonization and migration (i.e., Greco-Romans, the Crusades, the Mongols, Russian expansion eastward, Boer expansion in South Africa).	2. Given a unit on life in the Middle Ages, research the cause and effects of the following: a. chivalry, b. feudalism,	3. Trace the route of some famous mass migrations in history (i.e., Tartars, Romans, Eastern Europeans) and prepare a large display map. Explain factors contributing to these migrations.
7.04 explain the causes and effects of given military conflicts (i.e., the Hundred Years War, the World		4. Describe the history and underlying causes which led to the Negro immigration to America and migration within America

WORLD HISTORY

Course Number 2109310

INTENDED OUTCOME

7. Interpret changes that have occurred in historical development by analyzing the causes and effects of that change.

The student will	Regular Activities	Parallel Activities
World War I, World War II).	c. the Crusades and the Hundred Years War,	after the Civil War.
7.05 explain the causes and effects of given examples of economic systems (i.e., mercantilism, capitalism, socialism, communism).	d. revival of culture, e. monarch vs. papal rule.	5. Prepare charts or bulletin boards showing the causes and effects of such economic systems: a. mercantilism, b. capitalism, c. socialism, d. communism.
	3. As a class, design a mural depicting the history of the Middle Ages.	6. Research the causes and effects of the following conflicts: a. World War I, b. World War II, c. Korean War, d. Vietnam War. Discuss the findings and compile a generalized list of common causes and effects of war.
		7. Discuss why the Vietnam controversy continues and what the implications are for future military involvement.

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Course Number 2109310

INTENDED OUTCOME

7. Interpret changes that have occurred in historical development by analyzing the causes and effects of that change.

The student will	Regular Activities	Parallel Activities
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8. Organize a debate, panel discussion, or write an editorial or essay concerning the following topic: "War Creates More Problems Than It Solves."
9. Prepare an abstract model to show the causes and effects of one of the various economic systems.
10. Complete "Social Change," and "Popular Music," in Ideas for Teaching Gifted Students Social Studies, pages 9-19.

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INTENDED OUTCOME

8. Understand the interaction of science, society, and technology in historical development.

The student will	Regular Activities	Parallel Activities
8.01 explain how social conditions enhanced or inhibited scientific and technological development in given periods of history.	1. In groups of three or four, discuss ways the intellectual movement called Humanism was directly related to the birth of modern science during the Renaissance. Explain why this period was called the Science Revolution.	1. Record ideas; share them with the class and develop a conclusion based on all group input. (See Reg. Act 1.)
8.02 describe the impact of scientific and technological advances in periods of history.	2. Explain what occurred during the Industrial Revolution.	2. Choose a leader to research directly (i.e., DaVinci as a scientist, Copernicus, Galileo, Kepler, Versalius, or Harvey Gutenberg).
	3. Explain the ways people were victimized by the sudden changes of the Industrial Revolution.	3. Make a critical thinking research skills checklist and rate himself on a scale of 1-10 before and after he completes the exercises.
	4. Brainstorm a list of improvements or advantages that resulted from the technological advancements of the Industrial Revolution.	4. Make a schedule for completion of activities and for his presentation.
		5. Compile information on scientific discoveries and technological advancement of one of the inventors and

WORLD HISTORY

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INTENDED OUTCOME

8. Understand the interaction of science, society, and technology in historical development.

The student will	Regular Activities	Parallel Activities
		present it to the class using visual aids to dramatize the material. Evaluate himself as the leader and as a group member. The group evaluates the leader and each other.
		6. View the film <u>Future Shock</u> , and discuss how changes will affect us.
		7. Read <u>1984</u> , <u>Brave New World</u> , or <u>Anthem</u> and conduct biblio-therapy sessions on the effects of future changes in our lives.

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INTENDED OUTCOME

9. Interpret the history, doctrines, objectives, and techniques of Communism as a political and economic system at odds with the American political and economic systems.

The student will	Regular Activities	Parallel Activities
9.01 interpret the impact that the following individuals have had upon the development of Communism: Marx, Lenin, Stalin, Kruschev, Mao Tse-Tung.	1. List ideas of the following leaders who influenced Communism: a. Marx, b. Lenin, c. Stalin, d. Kruschev, e. Mao Tse-Tung.	1. In groups of two, prepare an interview with one of the following individuals concerning the significance he had upon the development of world-wide Communism: a. Marx, b. Lenin, c. Stalin, d. Kruschev, e. Mao Tse-Tung.
9.02 interpret the significance of the following events in the developments of world-wide Communism: the Writing of the Communist Manifesto, the 1917 Russian Revolution, the purges of Joseph Stalin, World War II, the Communist take-over of China, the Cold War, and the spread of Communist influence in the Third World.	2. In pairs, investigate how the following events contributed to the spread of world-wide Communism: a. the writing of the Communist Manifesto, b. the Russian Revolution, c. the purges of Joseph Stalin, d. World War II, e. the Communist take-over China, f. the Cold War, g. the spread of Communism in Third World countries.	2. Pretend he is one of the above leaders and give a speech of information or persuasion. 3. Make a time line that reflects the important events in the development of Communism. Be prepared to write a brief paper or give an impromptu speech on the significance of any of these leaders.

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INTENDED OUTCOME

9. Interpret the history, doctrines, objectives, and techniques of Communism as a political and economic system at odds with the American political and economic systems.

The student will	Regular Activities	Parallel Activities
9.03 compare the basic tenets of Communism as a political and economic system to the basic tenets of the American Democratic and Free Enterprise Systems.	3. Make a list of facts and opinions concerning Communism.	4. Make charts, and prepare a speech, present panel discussion, or write a paper comparing Communism, Socialism, and the Free Enterprise system.
9.04 identify the evils of Communism, the fallacies of Communism, the false doctrines of Communism, and the ways to fight Communism.		5. In small groups, exchange papers and discuss distinguishing factors between statements of fact and those of opinion.

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INTENDED OUTCOME

10. Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills.

The student will	Regular Activities	Parallel Activities
10.01 define the following vocabulary words peculiar to the study of world history: a. assimilation, b. autonomy, c. balance of power, d. bourgeoisie, e. caste, f. civilization, g. clergy, h. culture, i. detente, j. feudalism, k. genealogy, l. heresy, m. hierarchy, n. ideology, o. imperialism, p. monarch, q. nationalism, r. propaganda, s. self-determination, t. vernacular.	1. Complete crossword puzzles and word searches. 2. Participate in charades of words meanings. 3. In groups, make a wall map. 4. Using list of historical facts and opinion, identify each as either opinion or fact. 5. Participate in a survey on pressing matters. 6. Research the day of his birth to find what historical events were in the process of development.	1. Design word searches, crossword puzzles, tests and answer keys; exchange these with the class. 2. Use words and questions to Quiz Bowl for points to review for tests. 3. Do charades, pantomimes, or act out word meanings in pairs. 4. Design his own country, make a map that shows location of geographic features. Make a legend. 5. Design and use maps in presentations or seminars.
10.02 interpret historical information based upon the legend of a map.	7. Extend his research to determine important events that have occurred in his lifetime (past 15 years).	6. Map his own personal history. Make a legend and color code it for class presentation.
10.03 identify the location of the major geographic		7. Design a game using historical facts, opinion, or fiction for a particular period, (i.e., Trivial Pursuit or Games Law).

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INTENDED OUTCOME

10. Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills.

The student will	Regular Activities	Parallel Activities
features and political divisions of the earth.		8. Make a list of historical facts mixed with opinion, and exchange with partner. Compute the accuracy.
10.04 distinguish a set of statements as being fact or opinion. (See Minimum Student Performance Standard - Reading E-23.)		9. Attack or defend the following by giving his opinion only (i.e., competition and the Free Enterprise System are/are not working satisfactorily in America).
10.05 distinguish between primary and secondary sources.		
10.06 interpret a time line.		10. Develop a survey as a primary source, and compile data on student opinions regarding some issue. Graph statistics. Research the same topic using at least three sources including a personal interview. Incorporate a time line, statistical charts, etc. Use fact and opinion to write a 750-1000 documented paper. Present and defend the paper orally or prepare a
10.07 read and determine relationships described by line graphs, circle graphs, or tables. (See Minimum Student Performance Standard-Mathematics U-149.)		
10.08 interpret the steps of inquiry as: stating the problem, gathering data, developing an hypothesis,		

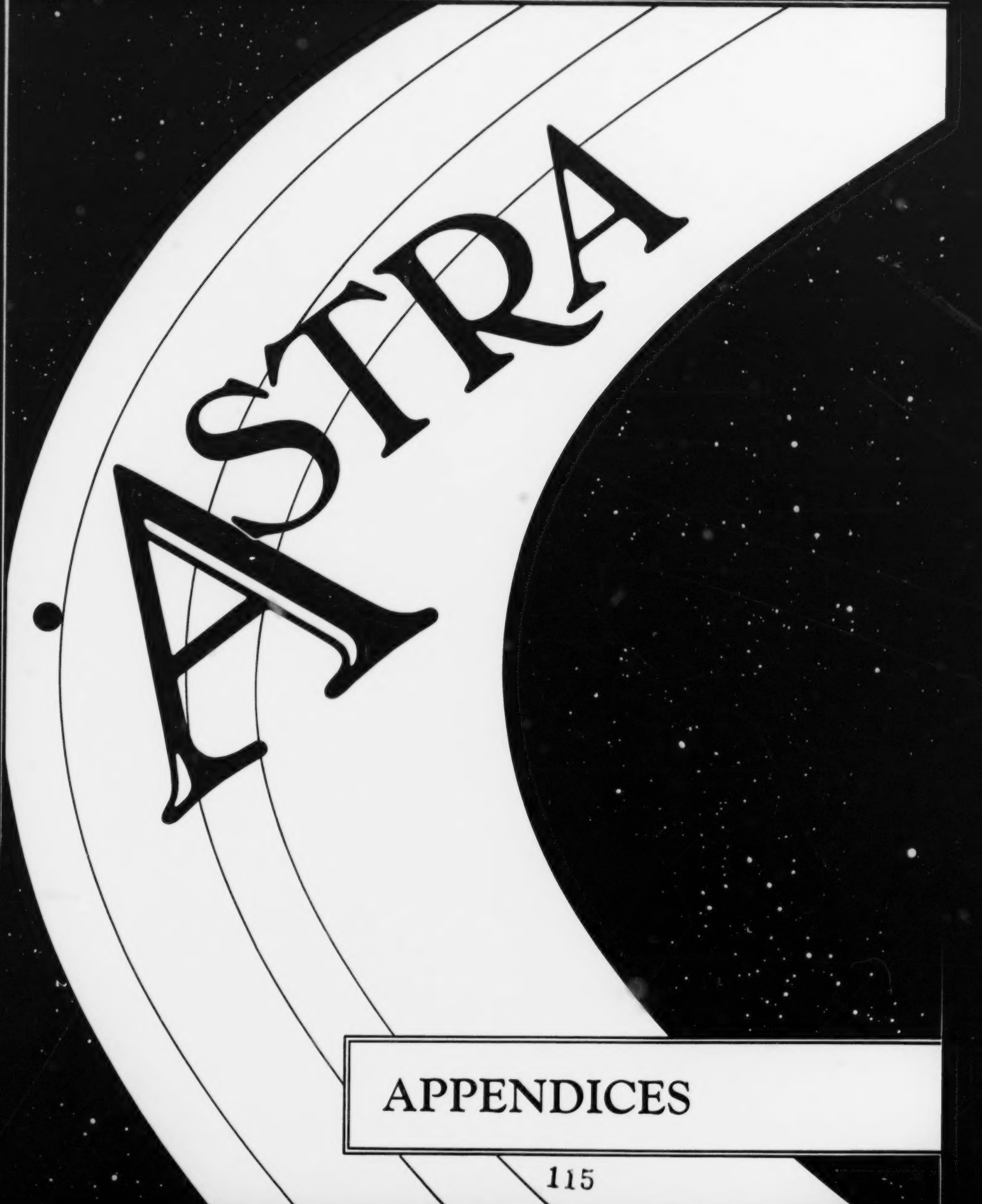
WORLD HISTORY

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INTENDED OUTCOME

10. Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills.

The student will	Regular Activities	Parallel Activities
analyzing, and evaluating, and reaching a conclusion. 10.09 recognize that a person's personal experience and philosophy (frame of reference) influences his interpretation of historical events.		mini-debate with students who have opposing views. State a problem relating to the Free Enterprise System and his topic. Follow the problem-solving process and arrive at a solution. 11. In general, summarize the political, social, and economic status of the U.S. during the 70's. Ask his parents for their views. How would he characterize the 80's by comparison? 12. Explain ways a child living in Russia, China, or Nicaragua might also interpret the events of the 80's. 13. In a short paper, justify the statement that his personal experience and philosophy influences his interpretation of life. Give specific example.



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APPENDICES

ENGLISH III

COURSE #1001370

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Brace, Jovanovich, 1982.

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COURSE #2106310

SUPPLEMENTAL RESOURCES

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- Dolan, Daniel. Teaching Problem Solving Strategies. Melo Park, CA: Addison-Wesley Publishing Co., 1983.
- Galbraith, Judy. The Gifted Kids Survival Guide. Minneapolis, MN: Free Spirit Publishing Co., 1983.
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- Turner, Mary Jane, and Lynn Parisi. Law in the Classroom. Boulder, CO: Social Studies Education Consortium, 1984.

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Gourley, Theodore, and Samuel Miclus. Problems, Problems, Problems.
Glassboro, NJ: Creative Competition, Inc., 1984.

Mazaur, Anatole, and John Peoples. Men And Nations: A World History.
New York, NY: Harcourt, Brace, Jovanovich, Inc., 1983.

Toffler, Alvin. Future Shock. New York, NY: Bantam Books, 1970.

Torrance, E.P., S.E. Williams, J.P. Torrance, and R. Horng. Handbook
For Training Problem-Solving Teams. Athens, GA: University of
Georgia, 1978.

English III
Simile and Metaphor Worksheet

Read the underlined sentences carefully; read the question below it. Decide which one of the lettered items best answers the question and write the letter of that item in the space provided.

- A. Tears splattered their faces like raindrops.
What are the two parts of the simile?
- (1) Tears and faces
 - (2) Faces and raindrops
 - (3) Tears and raindrops
 - (4) Faces and the effect of being splattered.
- B. Tina wears her heart on her sleeve.
What does the metaphor mean?
- (1) Tina is just a bit peculiar.
 - (2) Tina reveals every emotion by the way she acts.
 - (3) Tina has sown a heart-shaped decoration on one sleeve.
 - (4) Tina has undergone open-heart surgery.

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